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ABSTRACT

The Vocational Education for Special Students (VESS) program, structured around local resources and community college vocational programs, makes use of local business in combination with available educational facilities and programs to provide a unique learning experience. The program is aimed at developing job-specific skills that can lead to employment for special needs students. This Basic Manual, one of seven documents developed for the VESS program, provides information for teachers and administrators in developing a program for handicapped and disadvantaged students. The manual is divided into four parts. Part 1 provides the necessary background of the program and includes program objectives, definitions, a glossary, and an explanation of the role of personnel. Part 2 includes details of how to implement the VESS programs. Practical steps are included to select students, prepare Individualized Educational Plans, develop training sites, write training plans and agreements, monitor student performance, and grant credits and certificates. Part 3 addresses the issues that must be considered by school administrators when they allow students from their districts to participate in VESS. Part 4 is a summary that provides a review of the project, including additional charts and explanations to help the readers obtain an overall understanding of the concept of VESS. (KC)

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ED227346

VOCATIONAL EDUCATION

FOR

SPECIAL STUDENTS

(VESS)

BASIC MANUAL

Prepared by

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DISCLAIMER

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PREFACE

Iowa Central Community College and the Arrowhead Area Education Agency are dedicated to the premise that all students should have an equal opportunity for a fulfilling productive life. The special program, Vocational Education for Secondary Special Students (VESS), is structured around local resources and the community college vocational programs. The VESS program also makes use of local businesses in combination with available educational facilities and programs to provide a unique learning experience aimed at developing job specific skills which can lead to employment for the Special Needs students. Special Needs students often have limited alternatives available through local schools because of the nature of their educational needs.

The basic purpose of VESS is to provide a flexible program practical enough to offer real help to Special Needs students and their future careers.

* * * * * * * * * * *

The exemplary project, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," was used to develop the VESS model. This was funded by Special Needs Section, Department of Public Instruction, State of Iowa. The grant period was July 1, 1981, through June 30, 1982.

VOCATIONAL EDUCATION FOR SPECIAL STUDENTS

(VESS)

MATERIALS AVAILABLE

This BASIC MANUAL is one of seven documents developed for the VESS program. The other documents are:

- Community Participation Guide
- Information Packet
- Academic Courses
  - American Government
  - English in the Working World
  - Mathematics in the Working World
  - Personal Health in Today's World

The documents provide information for the following people involved with the VESS Program:

- Local School Administrators
- Local School Teachers and Counselors
- Area Education Agency Support Staff
- Cooperating Business Sponsors
- Area Community College Vocational Instructors
- Special Students

ACKNOWLEDGEMENTS

The Vocational Education Program for Special Students (VESS) has been developed through a series of cooperative arrangements between Iowa Central Community College, Arrowhead Area Education Agency and local schools of Area V. The first arrangement provided vocational training for those secondary (handicapped and disadvantaged) students to attend the Fort Dodge Center of Iowa Central Community College. The second phase of the project was to develop a community-based model of vocational training to serve those students in rural areas in situations where it was inappropriate to attend the Fort Dodge Center of Iowa Central Community College. The second project was entitled, "Effective Strategies and Techniques to Improve Vocational Preparation and Transition into Employment for Handicapped and Disadvantaged Persons," (July 1, 1981 - June 30, 1982), and was a grant from the Special Needs Division of the Department of Public Instruction, State of Iowa.

This manual and related material have been developed to facilitate implementation of Vocational Education for Special Students (VESS). The students referred to are those with disabilities that prevent them from succeeding in existing vocational training programs. They are students who need support services or special programs to help them succeed in attaining job specific skills.

VESS represents cooperation between Arrowhead Area Education Agency, Iowa Central Community College and local schools in order to provide a unique program for a particular group of students. Special thanks and acknowledgement is given to:

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PART I

VOCATIONAL EDUCATION FOR SPECIAL STUDENTS--

A PROGRAM FOR THE HANDICAPPED AND DISADVANTAGED

A. OVERVIEW

One of the major issues facing education in the 1980s will be the assurance that handicapped and disadvantaged students have opportunities for career and vocational preparation. Equally important is the question, "What constitutes an effective training strategy for this population in rural areas?"

Facilitating the career/vocational training needs for these students requires intensive, cooperative effort between the local education agencies, area education agencies, area community colleges and the communities within the geographic area served.

The community school districts in most rural areas have limited vocational preparatory programs for the handicapped and disadvantaged. The location of rural districts is such that many of their students cannot avail themselves of the opportunity to participate in vocational preparatory programs offered at their community college. The resources of the community college, area education agency, the local school districts, and community training sponsors need to be combined to establish an individualized vocational preparatory program that will provide opportunity for handicapped and disadvantaged students to obtain job specific skills.

VESS stands for Vocational Education for Special Students. The VESS program is a strategy to develop equitable and quality vocational programs in a rural community-based setting or community college setting for the handicapped and disadvantaged students. The strategy is the implementation of a vocational preparatory training program utilizing a competency-based curriculum that is designed to meet the individual needs of students. The strategy employs the cooperation of many public agencies, the community college (Curriculum), the area education agency (Support Personnel), and local school (Funding). The technique is the development of a community-based training station or community college (Vocational Center) as a complete vocational learning environment. The ultimate goal is to provide job specific skill training for handicapped and disadvantaged students. (See Appendix A for difference between VESS Program and Work Experience Program.)

The program that is now available is a result of two successful pilot programs conducted by Iowa Central Community College and Arrowhead Area Education Agency. The first pilot evolved in 1979 at Iowa Central Community College's Fort Dodge Center for the handicapped and disadvantaged. The on-campus version blends the special student into the existing vocational-technical programs with the assistance of a Coordinator, (Special Education Instructor), and assistance from tutors and readers.

After successful demonstration of the "on-campus" version, an "off-campus" or community-based model was developed for students not able to attend the program at the Fort Dodge Center. The goal of the second project was the same as for the "on-campus" version.

Students enrolled in VESS are secondary students. VESS students enrolled at a community college vocational center participate in a vocational program for post-secondary students. The VESS student's participation in post-secondary vocational programs is focused on being taught the job specific skills as determined by the student's training plan. College credit cannot be given nor will VESS students complete a post-secondary vocational program.

B. ORGANIZATION OF BASIC MANUAL

The Basic Manual is divided into four parts. Part I is the necessary background of the Vocational Education for Special Students program. It is designed to help the reader by providing:

- overview of the program
- an explanation of the organization of the Basic Manual
- program objectives
- definition of handicapped and disadvantaged
- glossary of terms
- explanation of role of personnel

Part II includes the details of how to implement Vocational Education for Special Students. Special focus is placed on practical steps used to:

- select students
- prepare appropriate Individualized Educational Plans
- develop appropriate training sites
- write accompanying training plans and agreements
- monitor student performance
- grant credits and certificate

Part III addresses the issues that must be considered by school administrators when they allow students from their district to participate in VESS. The major sections are:

- Introduction
- Advisory Committee
- Curriculum
- Community Programming - Legal Issues
- Funding

Part IV is a summary. It provides a review of the project, providing additional charts and explanations to help the reader obtain an overall understanding of the concept of VESS.

C. PROGRAM OBJECTIVES

The VESS objectives are:

1. General Objectives

- To provide in-service experience needed to properly implement the VESS competency-based instructional program.
- To develop the community college vocational center or community sites so that they can be used in accordance with the needs of students enrolled in the program.
- To provide needed materials for administrators, training representatives, sponsors and technical tutors through in-service training to enable them to implement the program.
- To provide needed procedures required for pupil accounting and evaluation which will enable students to receive vocational and/or other high school credits.

2. Student Objectives

- Students will develop job specific skills at a vocational center or community site according to the student's individual plan.
- Students will increase personal/social skill development through a close cooperation with school personnel and/or community partner.
- Students will enroll in selected academic courses, if needed, to meet high school graduation requirements.

D. DEFINITION OF HANDICAPPED AND DISADVANTAGED STUDENTS

All students who are eligible for VESS have the following common characteristics:

- 16-21 years of age
- have <u>not</u> received a high school diploma
- have completed an exploratory program or career guidance process to select a definite area of skill training
- must be on the roster of a local school or willing to re-enroll at their local school
- unlikely to receive specific skill training in their present situation

In addition to the characteristics listed, the students must fall into at least one of these categories: Handicapped or Disadvantaged.

The Handicapped are those students who have been officially identified through a staffing process conducted by the local school and the Area Education Agency. The major categories of disability that the VESS program serves are: Emotional Disabilities, Learning Disabilities, and Mental Disabilities.

> Emotional Disabilities: Emotionally disabled students are those students who are demonstrating inappropriate behaviors that are significantly interfering with the learning process.
>
> Learning Disabilities: Learning disabled students are those students who demonstrate an inability to learn in accordance with their potential when provided instruction through regular curriculum.
>
> Mental Disabilities: Mentally disabled students are those students who demonstrate a below-average ability to handle the routine experience of life and demonstrate an overall low intellectual ability which significantly limits their ability to perform academic tasks.

The reader is asked to refer to the "Iowa Rules and Regulations for Special Education" for the legal definition of each disability.

The Disadvantaged are identified by the following:

1. High school dropouts.
2. Potential dropouts (students not expected to graduate based on past and present success in school as determined by a local school guidance counselor and/or staff).
3. At least two years behind in academic achievement (language arts, reading, math) as determined by grading and standardized tests.
4. Evidenced as having severe behavioral problems (presently adjudicated as juvenile delinquent).
5. Low income where income interferes with participation in the program as designed by local administrator.

E. GLOSSARY OF TERMS

GLOSSARY

The following terms are defined to assist the reader in developing an understanding of the program:

Advisory Committee = Group of lay people and others representing many related areas of the program organized to give advice on the content and operation of the program.

AEA = Area Education Agency is the term used in Iowa for the 15 organizations that provide support services to local schools. The major divisions are media service, educational consulting service and special education. In the special education division, there are Work Experience Instructors who might work directly with a VESS student.

Competency-Based Curriculum = Teaching job skills based upon tasks and the competency to do them.

Curriculum Occupational Modules = A curriculum system based upon the competency-based model of instruction.

Disadvantaged Students = Social/economic disadvantaged following the guidelines of Special Needs Division of the Department of Public Instruction.

D.O.T. = Dictionary of Occupational Titles contains descriptions of thousands of jobs.

EBCE = Experience Based Career Education is an exploratory "hands-on" program designed to provide the student with opportunities to choose a career goal.

G.E.D. = General Educational Development examination given to students or adults who have not received the high school diploma. Students may work on the G.E.D. through the community college Learning Center.

G.O.E. = Guide for Occupational Exploration which groups occupations in world of work by interests and by ability and traits required for successful performance to assist with career and occupational exploration.

Handicapped Students = Physical/mental disability as defined by the Special Education Division of the Department of Public Instruction.

IEP = The Individual Education Program (Special Education Student) or the Individual Program (Special Needs Student) is a written plan that identifies the student's present performance, educational needs, annual goals, and program placement.

General Employability Skills = Those skills that prepare a person to successfully enter an employment field.

Job Specific Skills = Those skills enabling a student to successfully locate a specific job and secure employment.

Learning Center = The place at a community college where an Adult Basic Education Program is offered. Many students come to a Learning Center for tutorial help while others attend for help in receiving a G.E.D.

Local School = Local school of residence for the student in the program.

MAS = Merged Area School is another name for the community colleges in Iowa. The state of Iowa is divided into fifteen geographic areas with each one having a community college.

OJT = On-the-job training at a job site.

School Representative = The person responsible for the coordination of a student's VESS program. The most likely choices for a school representative are: Work Experience Instructors; special, regular or vocational teachers from the local high school; local school counselors or administrators; or special project people from the community college.

Site Developers = Those trained individuals who prepare the Vocational Job Specific Site Guide for use in the program.

Special Needs = Includes disadvantaged and handicapped students.

Support Staff = Local school personnel including counselors and faculty.

Technical Tutor or Tutor = The person who helps the student to learn skills and competencies necessary to do the tasks.

Training (Competency) Certificate = Certificate designed to specify competencies mastered by the student.

Training Plan = The training plan is a step-by-step listing of skills to be mastered by the student.

Training Representative = Business person responsible for OJT (if different than training sponsor).

Training Sponsor = Business or industry person in charge where OJT takes place.

Training Station Site = Business or industry where OJT takes place.

VESS = Vocational Education for Special Students. This program is designed to develop job specific skills needed to be employed to do a given job.

Vocational Job Specific Site Guide = Analysis of the training station giving relevant data, plus job skill competencies that may be learned there.

GLOSSARY (Continued)

WEI = Work Experience Instructor. The Work Experience Instructor is employed by the Area Education Agency to provide career and vocational programming for handicapped students.

F. ROLE OF PERSONNEL

There are a variety of people who can become involved with a VESS student. To clarify the role of personnel the following roster is provided.

VESS PERSONNEL

Title	Involvement with VESS	Site	
		Vocational Center	Community
Local School Administrator and Boards of Education	The Local Administrators make contact with the Community College or Area Education Agency to initiate VESS programming for a student. The local school boards and administrators must see that the proper funding is provided in order to implement VESS. They also authorize the staffings to select the students, help with student schedules and approve the credit awarded students who complete the program.	X	X
Local School Counselor	The guidance counselor helps recommend students to the project staff. Counselors often attend the staffings as students enter and exit the VESS program. They assist with parent contacts and schedule changes for smooth facilitation. They review permanent records and identify what academic courses should accompany a VESS student's program.	X	X

VESS PERSONNEL (Continued)

Title	Involvement with VESS	Site	
		Vocational Center	Community
Local School Teacher	The general classroom teacher, Special Education Teacher, or Work Study Coordinator who has previously been dealing with the student. The teacher attends an initial staffing and annual review of each VESS student. This coordinating partner helps provide data on student's past performance and career interests. Whenever possible, the local instructor assists the project representative with ideas to use in weekly assignments. Their classroom resource materials will be used if students are enrolled in VESS, Government, Health, Math or English		X
AEA Work Experience Instructor	"Work Experience Instructor" (WEI) shall plan and implement a sequential secondary school program which may provide on and/or off-campus vocational training. The WEI will help develop the training plan, training agreement, academic course assignments and monitor the student's progress. In situations where the work load will permit, the WEI will be the only staff person assigned to the VESS student. If only a minimum amount of time is available, a local teacher or specially contracted coordinator can assist the WEI who assumes more of a coordinator role.		X

VESS PERSONNEL (Continued)

Title	Involvement with VESS	Site	
		Vocational Center	Community
AEA Disabilities Consultant	"Consultant" shall be the instructional program specialist and shall provide ongoing support to instructional programs for children requiring special education through the supervision and evaluation of curriculum and methodology. In the VESS program, the consultant helps to identify the students who are ready for specific skill training. The consultant chairs an official staffing where parents and local educators gather together to determine VESS placements. The AEA consultant makes initial student contacts and, if necessary, explains the program to the student before the staffing. Once decisions are made, the consultant prepares the necessary paperwork for processing a student into VESS.	X	X
Liaison Supervisor	This Area Education Agency employee is a coordinating consultant who is a liaison between the AEA and Merged Area School to assure the weighting of Handicapped Students. (Through the weighting process the local school generates the money necessary to fund student's participation in VESS). The liaison assists in establishing communication between the local school and the VESS project staff.	X	X
VESS Coordinator	An AEA employee who is responsible for the coordination of the intake of handicapped students into VESS. The coordinator monitors vocational center programs for appropriate placements.	X	

VESS PERSONNEL (Continued)

Title	Involvement with VESS	Site	
		Vocational Center	Community
Special Needs Coordinator	A community college employee who is responsible for the development of the VESS program for the disadvantaged student.	X	X
Vocational-Technical Instructor	A community college vocational staff member whose primary responsibility is the development of job specific skills. The vocational instructor with the assistance of the VESS coordinator will determine the need for tutors whereby the IEP can be implemented. The VESS coordinator and Vocational Instructor will develop the training plan for the students. The instructor will also be involved in student evaluation and certification of job specific skill competencies.	X	
Training Sponsor	A Training Sponsor is anyone who makes available their resources in the community where a VESS student may be placed for training. The sponsor could be the owner or manager of the business who will eventually turn the student over to another worker. In a small shop the sponsor would be the person responsible for the student's contract and the person the student would follow on the job. The sponsor will sign an official Training Agreement that has been initiated by the School Representative. In addition, the Training Sponsor will receive materials that provides needed information regarding the role of the Training Sponsor.		X

VESS PERSONNEL (Continued)

Title	Involvement with VESS	Site	
		Vocational Center	Community
Training Representative	The Training Representative is the individual at the community site who will be the primary contact person for the school representative and the student.		X
Technical Tutor	As the skills are developed on the job site, the Training Representative may require the services of a Technical Tutor. This is an extra individual who will help the student learn the skills of the specific job. The Training Tutor could be a retired worker, employee willing to work overtime, trained worker living in the community, or another member of the staff. The Technical Tutors are paid a wage or stipend for their participation in the program.		X
Advisory Committee	The Advisory Committee provides a basis for community support from business and industry personnel. The Committee will also give advice, consent, and recommendations to the local school administrators and the local school board.	X	X
School Representative	The School Representatives are from the AEA, local schools, or MAS. The duties include: -participation in the identification of eligible students -orientation and curriculum planning -designing of the Training Plan -program coordination -job site monitoring -documentation of course credit earned -issuing of certificate		X

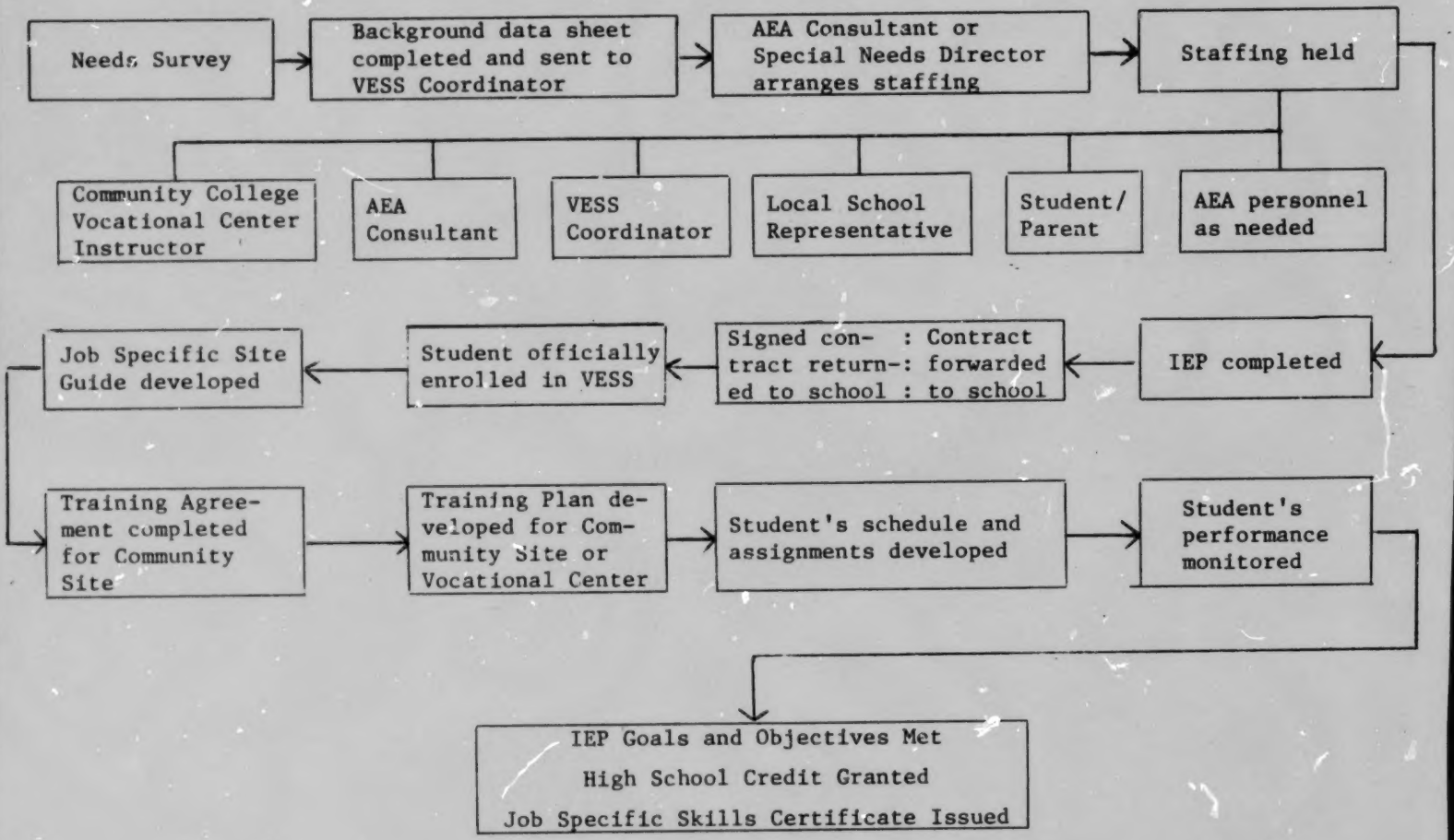
PART II

IMPLEMENTATION - PROGRAMMING FOR THE STUDENT

A. INTRODUCTION

The participation of students in the VESS program is not by chance. A carefully developed procedure has been established to help insure quality vocational programming for these students. The following flow chart illustrates the process of moving from identification of the student through the student completing the program. Program procedures developed for Area V are identified in Appendix B.

FLOW CHART FOR PLACEMENT AND
PROGRAMMING OF VESS STUDENTS


Needs Survey
Background data sheet completed and sent to VESS Coordinator
AEA Consultant or Special Needs Director arranges staffing
Staffing held
Community College Vocational Center Instructor
AEA Consultant
VESS Coordinator
Local School Representative
Student/ Parent
AEA personnel as needed
IEP completed
Signed contract returned to school
Contract forwarded to school
Student officially enrolled in VESS
Job Specific Site Guide developed
Training Agreement completed for Community Site
Training Plan developed for Community Site or Vocational Center
Student's schedule and assignments developed
Student's performance monitored
IEP Goals and Objectives Met
High School Credit Granted
Job Specific Skills Certificate Issued

B. NEEDS SURVEY

The community college, area education agency, and local school need to identify the potential population to be served by VESS. VESS is an alternative vocational preparation program that is provided for handicapped and/or disadvantaged youth who have not completed high school or do not have an appropriate vocational preparatory program available to them.

The systematic collection of data to support or deny the need for programming is a shared responsibility. Primary participants in the needs survey should be:

- Special Needs Coordinator
- Local School Counselors
- Local School Administrators
- Work Experience Instructors
- Consultants-Special Education
- Special Education Teachers

If adequate time and personnel are available, the initial survey should be done through structured interview with AEA and local school personnel. The one-on-one interview helps clarify data collected and clarify the nature and purpose of VESS.

Following overviewing of the VESS program, these questions can be used to establish the need to provide VESS programming for a given school district.

1. How many students have dropped school in the past year? Can you provide names and present status?

2. Can you identify students who are probable dropouts? The following may characterize these students:

   - poor attention
   - poor interpersonal skills
   - cannot/does not accept responsibilities
   - poor motor skills
   - lack of interest
   - low reading ability
   - low mathematics (analytical) ability
   - poor home environment
   - no career goals
   - poor writing ability

3. What vocational preparatory programs are available to students from the districts?

4. Are vocational preparatory programs designed to accommodate the abilities and learning styles of the handicapped and/or disadvantaged?

5. Are the vocational preparatory programs adequate in scope to meet the needs of handicapped and disadvantaged?

Once the data has been collected, it can be determined if there is a need to make the VESS program available to students in the given district. (Special Needs Survey, Appendix C.)

C. COLLECTING BACKGROUND DATA

A model form has been developed to expedite the collection of data on students prior to the staffing to consider them as a VESS enrollee. The form is as follows. A copy of this form is also in Appendix D.

BACKGROUND DATA SHEET FOR VESS CANDIDATE

Name of Student _____ Telephone Number of Student _____

Address _____ Birthdate _____

School District _____ Grade in School _____

Disability _____

Student's area of vocational interest:

Work Experiences (Please check those that are applicable.)

_____ Work Experience
_____ Experience Based Career Education (EBCE)
_____ Vocational Rehabilitation
_____ Social Security Recipient

If Work Experience was checked, please identify specific work experience of student.

If a community-based training program would be appropriate for this student, please identify reason or reasons.

If a community-based training program would not be appropriate for this student, please identify reason or reasons.

Please identify what paper and pencil vocational interest or aptitude tests have been given, indicating the results.

If the student has been evaluated by an Assessment Center, this information is also applicable and would be helpful.

D. STAFFING

The staffing is a conference of all interested persons in the career education needs of the student being considered for VESS. The reader is referred to introduction of this section (page 18) for additional information on the staffing participants.

The staffing team must determine:

1. Is there adequate data to determine the appropriateness of the VESS model for the given student?

2. Is additional assessment needed?

   - academic
   - psychological
   - vocational
   - other

   Additional assessment may be needed before the staffing team can complete their action on a given student.

3. Is the VESS program able to match the student's interest and abilities with available programming? VESS may not be able to meet the needs of some students.

4. Have all student and parent rights been honored in accordance with Public Law 94-142 and the State Code of Iowa?

5. Have related issues been covered?

   - If a community site is recommended, has arrangement been made for insurance, transportation and special clothing, if needed?
   - Will the student be able to obtain needed books and supplies?

E. THE INDIVIDUAL EDUCATION PLAN (IEP)

The staffing conference will facilitate the development of the student's IEP. During the staffing, the data will be collected to enable the designated individual(s) to write the IEP. The same standards apply to writing a VESS IEP as all other IEP's. The following is a review of what is required in an IEP.

THE IEP

The Components of the IEP

The following section is provided to give a brief description of each of the required parts of the IEP and examples of how each might be written.

1. Present Level of Performance:

   a. is based on information gathered from a combination of diagnostic procedures, formal and informal,

   b. describes what a student can and cannot do,

   c. involves at least five areas: academic achievement, social adaptation, prevocational/vocational skills, psychomotor skills and self-help skills, and

   d. is the basis for establishing long-term goals.

   Some examples of present level of performance are:

   Can read a bus schedule

   Cannot walk/uses a wheelchair for ambulation

   Has minimal knowledge of vocational interests

2. Annual Goals:

   a. are based on information provided in the present level statement,

   b. provide an emphasis or focus for instruction,

   c. serve as the basis for short-term objectives, and

   d. are achievable in one year.

   Some examples of annual goals are:

   To develop reading skills needed to facilitate daily living and vocation of choice.

   To complete the career exploration phase of the program and be ready for vocational placement in the community.

   To compute math problems at the 7.0 grade level.

3. Short-Term Instructional Objectives:

a. are developed from the goal statement,

b. should be used for the design/basis of instruction,

c. are behaviorable and measurable,

d. reflect the steps between the present level of the student and the long-term goal, and

e. provide criteria for determining learner progress.

Some examples of short-term instructional objectives are:

By May 30, 1983, the student will be able to correctly name on nine out of ten trials and within three seconds of the presentation of the printed word, fifty new sight words selected from newspapers, magazines, and vocational material on automotive mechanics.

At the end of a unit on jobs, the student will be able to describe to the teacher five jobs that were discussed in the unit and that he could apply for, the duties of those jobs, and requisite skills needed to perform each job. The student will be 90 percent accurate in his description as recorded by the teacher.

4. The Identification of the Special Education Services and Amount of Time in the Regular Classroom

The special service needs and the amount of time are stated. For example, the services could include skill development in reading, adapted general education classes, occupational therapy, etc. The amount of time and service needed could be stated as follows:

"Joe will spend 50 percent of his educational day in general education classes." OR "Jean will participate in regular English and Biology with lab tables modified to accommodate her wheelchair."

5. Projected Dates for the Initiation and Duration of Services

This section identifies the date the services are to begin and the length of time the services shall be provided.

An example is:

Vocational counseling sessions will begin November 20, 1979, and continue monthly until May 20, 1980.

6. Objective Criteria and Evaluation Procedures Should:

   a. relate directly to the program,

   b. be easily obtained,

   c. be so clearly stated that another teacher could perform the student's evaluation on the objective and judge the progress without assistance,

   d. help in determining if the program needs modification,

   e. state criteria used in determining whether the objective has been achieved.

F. ESTABLISHING A CONTRACT AND ENROLLING THE STUDENT

The following procedures have been established for formalizing an agreement of services contract between the local school, community college and AEA.

1. When the staffing team determines the student should be placed in a VESS program, the staffing report is completed by the designated person (Consultant or Special Needs Coordinator) and a copy is forwarded to the VESS Coordinator, or Special Needs Coordinator.

2. The VESS Coordinator sends a copy of the staffing report to the community college Assistant Superintendent, who forwards a contract on the given special student to the local school.

3. Once a signed contract has been returned to the college, a copy is made and sent to the VESS Coordinator. The VESS Coordinator is then able to officially notify the student and parents of the student's enrollment in VESS. A second copy of the contract is sent to the Special Education Consultant in the case of the Special Education student. This enables the consultant to complete the necessary paperwork required to generate funds for the local school and to enable the local school to meet their obligations as specified by the contract with the community college.

   A sample contract is provided in Appendix E.

G. VOCATIONAL JOB SPECIFIC SITE GUIDE

Each business or industry that will become a training site is analyzed by a staff member.

The Vocational Job Specific Site Guide details the following information:

- General information about the place of business to aid the student in developing a general understanding of the physical environment of his training sponsor.

Specific information about the skill trainer representative which provides a basis for common understanding between the student and the trainer.

Job Specific Skill Analysis section details competency task, performance standards, knowledge necessary to master task, and resources of basic information available at the job site.

The Vocational Job Specific Site Guide is developed with the aide of the Occupational Training Plans available from the community college.

See Appendix F for example of a Job Specific Site Guide and Appendix G for example of Occupational Training Plans.

H. DEVELOPING THE TRAINING AGREEMENT

A sample of a Training Agreement is contained in Appendix H. The school representative who assigns a student to the community site will be responsible for the Training Agreement. Training Agreements provide the link between the Job Specific Guide and the individual student's program. The Training Agreement provides a basic document as a contract to commit the student to a specific training program. Educational accountability in the granting of high school credits is based upon the responsibilities of the various parties.

A Training Agreement is necessary to place a student on site. An agreement needs to be developed each time a student is placed at a site. The School Representative should modify the agreement, as needed, to reflect the unique situations that relate to that site. The recommended agreement requires the parent's signature.

The Training Agreement needs to clarify the rules and regulations governing the placement of students on site. Such rules/regulations are as follows:

- Attendance at school
- Attendance at job site
- Required behavior in the classroom and at school
- Required behavior at the community site
- Procedures for dealing with student or training sponsor concerns

I. DEVELOPING THE TRAINING PLAN

The Training Plan is a step-by-step listing of skills to be mastered by the student. It is a personal plan and can be "customized" for each VESS candidate. For example, a machine shop custodian might do maintenance work on equipment, as well as overall cleaning of the shop. An example of a Training Plan for a machine shop custodian is found on page 27.

Every Training Plan has a column for date of completion, competency level, and special remarks. Although the Training Sponsor provides major input and signs the plan, the School Representative has the responsibility of determining the items that will be placed on the student's certificate.

Each handicapped student's Individual Education Program (IEP) will identify the specific learning experiences that are needed. The IEP will state the role VESS will play in meeting the educational needs of each student. Through the use of the IEP, the staffing team will be able to identify the total program of the student and how VESS interrelates with other services provided for the student. It is recommended that VESS can be a part-time or full-time program.

With the aid of the Training Agreement, Occupational Training Plan, and the Job Specific Site Guide, the student's training plan is developed. This document is used by the personnel responsible for the development of job specific skills by the student at the Training Station.

Technical Tutors will use the Training Plan in their daily or periodic visits to the Training Station or Vocational Center. Upon completion of the Training Plan, the personnel responsible for training will sign the document indicating mastery of those basic skills so indicated. These skills are then transferred to the Competency Certificate (back side) to be used by the VESS student as verification of the skills mastered when seeking employment.

TRAINING PLAN

STUDENT NAME Jane Smith SCHOOL Lexford Community School

TRAINING DATES September 10, 1981 (Beginning) TO May 20, 1982 (Ending)

OCCUPATIONAL JOB TITLE Machine Shop Custodian

Skill To Be Mastered	Date of Completion	*Competency Level	Remarks
1. Removing items from floor	9/15	(1) 2 3	
2. Sweeping floors	10/1	1 (2) 3	Must remember corners
3. Scrubbing floors	10/12	(1) 2 3	
4. Wiping down machines	10/28	1 (2) 3	Use oil sparingly
5. Use solvent	11/12	(1) 2 3	
6. Oiling Bright Parts	1/5	1 (2) 3	Remember all oil fittings
7. Painting Machines	2/6	(1) 2 3	Excellent
8. Cleaning Work	2/10	(1) 2 3	
9. Washing Mirrors	2/15	1 (2) 3	
10. Filling towel holder	3/1	(1) 2 3	
11. Emptying trash barrels	10/2	(1) 2 3	
12. Filling soap dispenser	3/18	(1) 2 3	
13. Transporting trash containers	11/12	1 (2) 3	Remember safety factors
14. Lifting trash containers	11/12	1 (2) 3	
15. Disinfecting trash	12/4	1 (2) 3	Don't overuse disinfectant
16. Handling metal shavings	1/7	1 (2) 3	
17. Hauling scrap metals	1/30	1 (2) 3	
18. Dispensing of scrap	3/5	(1) 2 3	
19. Cleaning light fixtures	4/1	1 (2) 3	
20. Replacing light bulbs	4/8	(1) 2 3	

* COMPETENCY LEVEL: PLEASE CIRCLE
1 = EXCELLENT
2 = GOOD
3 = ACCEPTABLE

SCHOOL REPRESENTATIVE

TRAINING SPONSOR

J. DEVELOPING THE STUDENT'S SCHEDULE AND ASSIGNMENTS

To implement the program, the student and staff will need a schedule for each participating student. Two sample schedules are provided, one for a student attending a vocational center and one for a student participating in a community program.

VESS STUDENT'S SCHEDULE
COMMUNITY PROGRAM

Steve Rutherford — Example
NAME

August — Machine Shop Custodian
MONTH — COURSE

	8:00	9:00	10:00	11:00	12:00	1:00	2:00	3:00	Comment
M		Training at Lexford Machine Shop			Lunch	Study Hall	Art	Health	A tutor is not scheduled at this time. If one is needed, the school representative may arrange for a tutor to meet with Steve between 3:00 and 3:30.
T		"			"	PE	Art	Health	
W		"			"	Study Hall	Art	Health	
TH		"			"	PE	Art	Health	
F	Complete assignments and meet with school representative				"	"	"	"	

VESS STUDENT'S SCHEDULE
VOCATIONAL CENTER PROGRAM

Example

Steve Rutherford
Name

August 82 Carpentry
Month Year Course

Day	8:00	9:00	10:00	11:00	12:00	12:30 to 2:30	2:30 to 3:30	3:30 - 4:00
Mon	Construction Math	Concrete Techniques	Construction Techniques	Construction Techniques	Lunch	Construction Techniques	Learning Center Health Course	Meet with Tutor
Tues	Building Material	"	"	"	"	"	"	"
Wed	Construction Math	"	"	"	"	"	"	"
Th	Building Materials	Construc-tion Techniques	"	"	"	"	"	"
Fri	Care and Use of Tools	Care and Use of Tools	"	"	"	12:30 to 4:00 Meet with VESS Coordinator		

The personnel implementing the VESS program will use various resources to develop the student's specific assignments.

1. The Job Specific Site Guide - This guide is developed for each community site to identify the job skills that are used at a given site. The guide can help the school representative in developing specific experiences the student will have while assigned to a community site. Those learning experiences may be identified on an assignment sheet. An example of this type of assignment sheet is provided in Appendix I. The student may have a tutor to help the student complete the assignment.

2. The Training Plan - The Training Plan, as previously identified, is a step-by-step listing of skills to be mastered by the student. The School Representative will need to develop assignments to direct the activities of the student whereby job specific skills identified on the Training Plan are mastered.

3. The Competency-Based Vocational Curriculum of the Community College Vocational Centers - For each vocational program competencies are identified and agreed upon jointly by program staff and advisory committee that represent each program being utilized by VESS. The reader is referred to Part III of the Basic Manual for more information on competency-based curriculum. The Training Plan identifies the specific competencies that will be taught. The Vocational Instructor will have a primary responsibility for teaching these skills. The Vocational Instructor may be assisted by a tutor and will have the help of the VESS Coordinator.

4. Four Academic Courses Developed for VESS - Part III of the Basic Manual provides detail as to the four courses and how they can be used. The courses are:

   - American Government for Working Citizens
   - English in the Working World
   - Mathematics in the Working World
   - Personal Health in Today's World

   Students enrolled in these courses or other courses through the Learning Center should receive specific assignments. Procedures for completing assignment sheets are identified in Part III of this manual. A sample Assignment Sheet is provided in Appendix J.

K. MONITORING STUDENT PERFORMANCE

The student's program is developed and implemented by the School Representative. This staff member is responsible for evaluation both of the program itself and the program of the students in the program. The School Representative will visit the community site at least weekly and a report on that visit will be written (Appendix J). These reports will help the School Representative monitor the student's participation at a community site.

A sample Evaluation Form is contained in Appendix L. This form may be used by the Training Sponsor, Technical Tutor or School Representative, whichever is most important to the implementation of the program. The reports may be at periodic intervals (nine weeks) or on a semester basis. In addition, if one or more of the four academic courses is taken by a student, the School Representative is asked to develop nine-week or semester grade reports for the local school.

It may be possible for a student to achieve mastery of a very limited number of competencies, yet attain a high grade (A) in their specific vocational course completed at a training site. Each student has their own individual program and the quality and quantity of job skill mastery achievement is based on individual factors.

Each student and the School Representative will maintain a log of the student's performance. The basic attendance rules of the local school will apply to the community training site. It is anticipated that students seek to maintain proper attendance records. Adequate record keeping of attendance, insurance coverage, performance and inventories of any equipment used are the basis of program accountability.

EVALUATION TRAINING

As needed, the student will be evaluated by the School Representative to identify the student's progress in the mastery of job specific skills.

The following evaluation system is developed to help the VESS personnel obtain a clear picture of the student's performance during his/her training. The on-going evaluation system has a different rating scale than the Training Plan. The Training Plan should note the level of performance at the end of the student's program while the on-going evaluation system should identify the student performance as they progress through the program.

The Rating Scale

A six-point rating scale will be used in evaluating student achievement of each task and competency that make up a student's Training Plan program.

RATING SCALE

6 - Performs task/competency with exceptional ability.

5 - Performs task/competency with speed and quality.

4 - Performs task/competency at job entry.

3 - Performs task/competency with periodic assistance.

2 - Performs task/competency with constant assistance.

1 - Cannot perform this task/competency satisfactorily.

T - Task/competency accomplished at or above job-entry level by performance-challenge test.

These six points are not a substitute for converting to an A to F grading scale and should not be equated to such a scale. The six points should be used to assess a student's performance according to standards that have been established for the specific tasks or competency. In order for a numeric rating scale to function, a decision on how the task or competency is to be evaluated must be made prior to the implementation of the instructional process. Therefore, a program must establish the performance standards for each of the six points before the student performs the evaluation actifities for the specific task or competency. These standards might include one or more of the following: correctness of performance, quality of performance, amount of assistance required, originality, time required to perform the task or competency, etc. Note, however, that the amount of (learning) competency performance level should not be considered when rating a student. Performance criteria may include a specific performance time frame--for example, the flat rate requirements of the automotive industry or laying a specific number of bricks in a given amount of time. This is one of the basic principles of individualized instruction.

With these concepts in mind, it would appear that most of the students in our programs will perform at job-entry level because job-entry performance is the goal of the training and the standard on which the performance evaluations and the subsequent instructional activities are developed. In a competency-based evaluation system, students are not competing with each other for a place in the grading scheme; rather, they are competing with the standards of performance established by the industry. In a rating scale such as this one, performance standards do not vary among groups of students because standards are based on those of industry.

The question may logically be asked - "If evaluation and subsequent instructional activities are developed for job-entry performance (a rating of "4"), what about the "5" and "6" ratings at the top of the scale and the "1" and "2" ratings at the lower end of the scale?" This enables the evaluator to identify the individual who consistently exceeds the performance level established as job-entry for a particular task/competency and allows the evaluator to identify those whose performance falls below the industry standard. It is acknowledged that few of the students will fall in the "exceptional ability" area.

Performance Evaluation

A student may request the opportunity to waive formal instruction and prove his/her ability to perform a competency/task at job-entry levels by "testing out." In the test-out situation, the same evaluation criteria must be used as for those students who take the formal instruction.

A student may be evaluated by the instructor on a specific task/competency on more than one occasion. This is especially true if the student is required to perform consistently to a standard (e.g., those tasks/competencies where performance within a time frame may be an element in the performance rating (e.g., flat rate time in automotive, for example. Frequency of such evaluations should be clearly stated

in the evaluation instrument.) When a student performs below a level that is considered job-entry, the School Representative, Vocational Instructor and/or Technical Tutor will counsel the student as to the specific learning activities which will enable the student to develop ability to perform the task or competency and then repeat the performance evaluation at a time agreed upon by the School Representative, Vocational Instructor and/or Technical Tutor and student, and then be rated on performance at that point.

If a student wishes to raise a performance level above job-entry in a specific competency/task, the student is permitted to take the performance evaluation for the competency/task at a date specified by the School Representative. Columns have been provided on the cumulative record to record the first and subsequent performance evaluation ratings for each task/competency, if more than one performance should be entered in the appropriate block. For example, if the task is being rated for the first time and the task is rated as being performed at the "2" level, a "2" is entered in Column 1. Subsequent ratings of the specific task/competency are entered in subsequent blocks. (Note that the number of columns are not intended to correspond with the numbers in the rating scale at the top of the cumulative record and, therefore, should not be used as a check-off system for recording rating levels. Also note that the blocks do not refer to specific rating periods, e.g., every three months or every month. At the time the student is evaluated for the last time on a task or competency, the final rating should be entered in the column headed by the word "Final." This final rating is not an average of all the ratings of the task/competency, but is that level of proficiency most recently demonstrated by the student for the task/competency. Thus, if a student has spent time in practicing a specific skill as defined in the task/competency and has been able to achieve a higher performance level than demonstrated initially, the student should not be penalized by "averaging" lower ratings with higher ratings achieved later in the training schedule.

The final performance rating is transferred from the Training Plan to the student's program certificate. Note: When competencies and tasks are listed on the record and all the tasks have been completed, a rating is to be given for the competency as well as for each of the tasks that make up the competency.

Evaluation of students is an on-going process. Students should be constantly aware of how well they are performing. At least each month, the School Representative should review each student's progress in the program in order to determine how the progress and achievement fit the student's career goals. If needed, new objectives should be set for completion of the remaining competencies and preparation for entry into the occupation. The student's objectives and progress must be evaluated in relationship to the student's completion date per the approved program length.

During these periodic evaluations, the instructor should also discuss with the student the characteristics and traits indicated on the final page of the cumulative record form and indicate how the student can improve, if such improvement is deemed necessary.

Example of Rating Form

Competencies/Task	Grading Periods 1	2	3	4	5	6	7	Final Evaluation	Instructors Comments
Cleaning Floors	1	4							
1 Removing items from floor	2	3	5	5	6	T		T	
2 Sweeping floors	2	3	3	4	4	4		4	
3 Scrubbing floors	1	1	2	2	3			3	

RATING SCALE

6 - Performs task/competency with exceptional ability.

5 - Performs task/competency with speed and quality.

4 - Performs task/competency at job entry.

3 - Performs task/competency with periodic assistance.

2 - Performs task/competency with constant assistance.

1 - Cannot perform this task/competency satisfactorily.

T - Task/competency accomplished at or above job entry level by performance-challenge test.

L. GRANTING THE STUDENT CREDIT AND CERTIFICATION

Students participating in VESS will receive high school credit for the vocational training they receive. The job specific skill community based training is commensurate with the student performance in a laboratory setting; therefore, the student will be required to be at the training site for 150 hours in order to receive two units of high school credit. Academic credit will be earned in accordance with the policies of each school district. The School Representative will maintain a log of each student's performance and will submit a report to each district or the community college (if the college has been designated as the institution that will grant credit), identifying the credits earned.

Documentation

VESS STUDENT LOG

Date	In	Out	Time	Date	In	Out	Time
		Subtotal				TOTAL	

Vocational Programming for
Special Students

Student _____ School District _____

Birthdate _____ Area of Vocational Training _____

Community site(s) used _____

Number of units of vocational credit earned _____

_____ _____

School Representative Signature or
Other Authorized Person

Student Signature

_____

Technical Tutor Signature

1. Scheduling the "exit" procedures -

One of the unique aspects of VESS is the manner in which the students leave the program. Since VESS is a partnership between the local school, AEA, and community college, the staff joins together to offer a smooth transition into the world of work.

The primary coordinator for each student will spend two to four weeks at the conclusion of each student's program helping the student complete the following tasks:

a. Preparing and printing an official resume.

b. Interviewing with community college job placement service.

c. Obtaining three recommendations for a placement file to be kept and updated at the community college.

d. Interviewing with nearest Job Service of Iowa.

e. Counseling in regard to appropriate grooming, dress, and behavior during an interview.

A heavy burden is placed on each student to schedule many of the appointments and complete the necessary job applications with a minimum of assistance from the School Representative. The very final steps before issuing the certificate involve a report or written summary of programs made. The summary is sent by the School Representative to:

- major school instructor(s)
- local school counselor
- local school principal
- local school superintendent
- parents
- AEA consultant

2. Issuing the Certificate

The Competency Certificate, used when seeking employment through Job Service of Iowa or community college placement service, indicates completion of VESS program requirements and serves as a vehicle to aid the VESS student in seeking employment in business and industry. There is no direct relationship between the number of competencies mastered by the student as listed on the back side of the certificate and the vocational credit earned and grades attained by that student in the VESS program.

The certificate is awarded at the completion of the program if high school graduation coincides or the certificate can be awarded at a later date.

A sample certificate of the type to be used by this program is in Appendix M. The certificate should be sealed in plastic (so as not to be altered) and, upon additional training new certificates will be awarded.

A master copy of the certificate should be kept by the community college registrar. In addition, a copy should be mailed to the local school guidance counselor for the student's permanent record. A sample certificate can be found in Appendix M.

NOTE: Allow three to four weeks to prepare a certificate. It must be signed by several people, professionally printed, and distributed in original and copy form. Many coordinators will want to check also with each local superintendent to determine how the awarding school is to be identified on the certificate. Some schools will want to award the certificates in a special ceremony so extra time also needs to be allowed.

LEXFORD COMMUNITY SCHOOL

CERTIFICATE

This is to certify that

_____

has completed the competencies of the
Vocational Program for Special Students (VPSS) Program
operated for cooperating secondary schools of Lexford County

_____
Date

_____ _____
VPSS Community Vocational Programmer Superintendent

SAMPLE

VOCATIONAL CERTIFICATE OF COMPETENCIES

OCCUPATIONAL JOB TITLE: _____

COMPETENCIES COMPLETED ARE LISTED BELOW.

CLEAN FLOORS
- Remove items from floors ( )
- Sweep floors ( )
- Scrub floors ( )

CLEAN WINDOWS
- Clean wash basins ( )
- Wash mirrors ( )
- Fill towel holders ( )
- Empty trash barrels ( )
- Fill soap dispensers ( )

REMOVE METAL SHAVINGS AND SCRAP MATERIALS
- Handle metal shavings ( )
- Handle scrap metals ( )
- Dispose of scrap ( )

CLEAN MACHINE
- Wipe down machine ( )
- Use solvent ( )
- Oil bright parts of machines ( )
- Paint machines ( )

EMPTY TRASH CONTAINERS
- Transport trash containers ( )
- Lift trash containers ( )
- Disinfect trash containers ( )

CLEAN LIGHT FIXTURES AND REPLACE LIGHT BULBS
- Clean light fixtures ( )
- Replace light bulbs ( )

____ TOTAL HOURS

X COMPLETED

-0 NOT COMPLETED

GIVEN THIS ____ DAY OF _____, 19 ___.

_____ _____
VOCATIONAL INSTRUCTOR AEA REPRESENTATIVE

PART III

PROGRAMMING SUPPORT SYSTEM

A. INTRODUCTION

VESS does not function in isolation from the other programming going on in the school and community, nor is it able to function without careful attention to the law as it applies to community-based vocational programming. The following areas will be covered in this section.

1. Advisory Committees: An effective Advisory Committee is extremely valuable to all vocational programs. VESS is no exception.

2. Curriculum: The VESS curriculum is designed to complement the curriculum offerings of the local school.

3. Legal Considerations: The welfare of the students are protected by the law. Procedures for applying the provisions of the law have been made.

4. Board Policy: The local school board has the responsibility of taking formal action to recognize the VESS program as providing course credit that can lead to graduation for the student.

5. Funding: The funding of the individual student is the responsibility of the local school.

B. ADVISORY COMMITTEE

The Advisory Committee plays a major role in the VESS program.

A local program in occupational training cannot operate effectively without the advice and counsel of knowledgeable people associated in a particular occupational field. To teach the skills basic for employment in an occupational area, partnership arrangement between the schools, employers and employees is necessary. The employer will make his needs known and the educator will offer programs of instruction to prepare students for clusters or groups of occupations within a broad occupational category. Employers have the opportunity to make their employment needs known, basic requirements of job, initial training, training needed to hold the job, or training needed for promotion or upgrading on the job. It should be remembered that the Advisory Committee has no authority or power to formulate school policies and procedures. They act in a consulting/advising capacity only. An Advisory Committee is defined as, "a group composed of several persons representing the various agencies interested in vocational education." Usually included are school personnel, businessmen, labor representatives, and representatives of other agencies affected by the program.

The functions of local advisory committees can be briefly stated as follows:

1. Provides advisory services to local board of education for determining objectives and policies in connection with vocational education services needed in the area served by the local school.

2. Gives advice concerning the emphasis to be given to the VESS program.

3. Provides services in the early stages of program development to gain support from the public, determine the need for training and to plan curriculum.

4. Advice concerning instructional materials and methods.

5. Advice concerning projects undertaken.

6. Assignment-setting standards for completion certificates.

7. Assist in counseling and guidance procedures to be used in the selection of students.

8. Assist in the job placement and follow-up of graduates.

Thus, the establishment of an effective Advisory Committee is recommended as the first step in operating VESS. For further assistance, refer to a mini-manual for Advisory Committees in Appendix N.

C. CURRICULUM

In order to understand the relationship of VESS to the other phases of Career Development, it is important to examine the total sequence of offerings. Note that the chart on page 40 moves the student from awareness to exploration to preparation and employment.

Few students will follow this specific sequence. However, all VESS students should have had an exploration component as part of their program before enrolling in the VESS program.

SECONDARY PROGRAM FOR HANDICAPPED AND DISADVANTAGED STUDENTS
WITH MAJOR EMPHASIS PLACED ON
CAREER AND VOCATIONAL EDUCATION

Grade	Educational Program	Setting	Career Goal
9	Classroom Instruction Career Orientation	School	Awareness
10 and/or 11	Experienced Based Career Education or other related programming	Community	Exploration
11 and/or 12	VESS or other vocational preparation program*	Community or Vocational Center	Preparation
12 or Post High School	Paid work experience	Community	Competitive Employment

The VESS Curriculum is designed to supplement and support the local school curriculum. The needs of the individual participating student must be the primary factor determining the specific VESS course offerings for each student.

The primary course offerings of VESS are vocational. Students will use the vocational credits earned to meet elective course credits required for graduation.

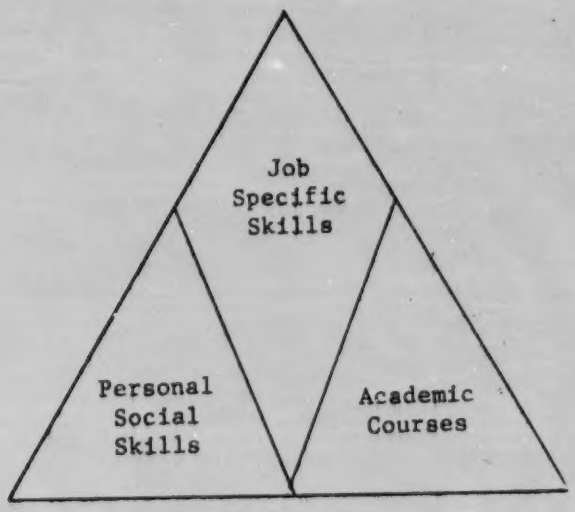
* Some students may be employed during this stage of their educational experience in order to develop job-related skills (e.g., getting along with co-workers, being to work on time, and following directions).

VESS CURRICULUM

The VESS curriculum is comprised of three distinct components and is designed to provide programming in three areas:

- Vocational Job Specific Skills and General Employability Skills.
- Personal Social Skills including job seeking, job maintaining and life survival skills.
- Academic courses that allow the student to meet required and elective requirements of the local high school.

The chart below illustrates the three components.



The entire VESS curriculum is supported by tutors and readers working with the VESS Coordinator, Vocational Instructor, and/or School Representative.

JOB SPECIFIC SKILLS

The Job Specific Skills portion of the VESS curriculum uses the Competency-Based Model. Whether the VESS student is placed for training at a community college vocational center or at a community-based Training Site, the curriculum that is used is the Competency Model.

For each vocational program, competencies are identified and agreed upon jointly by program staff and advisory committee that represent each program being utilized by VESS. The following steps are carried out with little variation for each program.

1. An occupational description is developed telling what people do in a particular occupation and the conditions under which they work. This description also names various sub-occupations for which people can be trained. In the center-based model, the occupational description will come from the program and course syllabus.

2. Each occupation is broken down into the competencies a person performs in the occupation. A competency is a statement of what a person is able to do and is both observable and measurable. Identified competencies are validated with the occupational advisory committee.

3. Each competency is broken apart into its respective tasks/entry-level skills which must be acquired and which are also observable and measurable.

4. Each task is detailed to determine step-by-step what must be done to perform the task. Each "doing" step is analyzed to identify what a person must "know" in order to perform each step in the task.

5. Performance objectives are written stating the degree of skills which a worker must display in performing a competency/task based on employable levels. This level of employability is validated with the program advisory committee.

6. Resources and learning activities are identified to provide the basis for giving students the skills and knowledge required to enable each individual student to master the competencies and tasks required for one or more sub-occupations in the student's chosen occupational field or the general education field in which the student is working.

7. Evaluation instruments are prepared to measure the competency task.

For the community site the Job Specific Site Guides are the major component of the competency-based curriculum. The Site Guide is used to develop the Training Plan and Training Agreement, Model Guides and Training Plans. See Appendix O for listing of these.

The Vocational Job Specific Site Guides are developed on each community site as identified in Part II, page 24. The guide is a reference for the school representative to assist them in developing an individual Training Plan for participating students. The site guides provide the following information:

- General information about the place of business. This aids the student in developing a general understanding of the physical environment of his training site.
- Specific information about the Training Representative. This provides a basis of a common understanding between the student and the representative.

- Job Specific Skill Analysis section details competency task, performance standards, knowledge necessary to master task and resources or basic information available at the job site (Appendix F).

PERSONAL/SOCIAL SKILLS

The Personal/Social Skills portion of the VESS curriculum is taught by the VESS Coordinator, School Representative and local school personnel. Individual lessons are developed for each student based upon his/her need.

ACADEMIC COURSES

The academic courses may take one of these forms:

- Some students will need to study related English and Math in the Learning Center with assistance of tutors and/or readers.
- Some students will need high school equivalency courses taken for credit through the Learning Center to meet local school requirements.
- Some students will need an alternative (VESS academic course) to meet both high school graduation requirements and meet further academic requirements in their vocational program.

Once a student's schedule has been established, a simple nine-step approach to programming is taken for the development of VESS academic courses.

1. Determine the course or courses that will be taken. There are four courses:
   - English in the Working World
   - Mathematics in the Working World
   - Personal Health in Today's World
   - American Government for Working Citizens

   Students at the community college Vocational Centers can enroll in these four or in any of the other approved courses offers through a Learning Center.

2. Determine the amount of course work that will be required to earn one unit of credit (See Appendix K). It is recommended that 15 to 20 assignment sheets be completed to earn one unit of credit.

3. Select at least four course concepts that will be used to develop assignments sheets for the student. The instructor may select the concepts; however, it is recommended the selection be the result of:
   - Reviewing the student situation as it relates to the student's vocational site or vocational programming.
   - Reviewing the student's interest and aptitudes.

- Receiving input from other school personnel.
- Receiving input from the student.

Other concepts will be selected as needed to complete the course work.

4. Review the curriculum guide to determine if suggested activities and resources are applicable to this student's situation.

5. The instructor and student meet to develop the assignment sheet. It is important that the student have an opportunity to have input regarding the assignment sheet.

6. The student completes the assignment sheets and returns the work to the instructor.

7. The work of the student is evaluated and a grade is assigned. Please refer to Appendix K for a sample of completed assignment sheet and note the grading procedures that were used. You will note that A, B, and C grades were used. However, the grading system should be adjusted to the needs of the student and the school situation.

8. A new assignment sheet is developed in accordance with the previous procedures.

9. After the course work has been completed, a final grade is assigned. The grade is reviewed by the instructor and is reported to the necessary personnel whereby credit is granted to the student.

One credit can be awarded for a semester's work if the students are enrolled for 18 weeks and their participation equals 50 minutes per day of programming. The course work is completed through the completion of specific assignments individualized for each participating student.

A more detailed overview of the four specific academic course offerings follows:

ENGLISH IN THE WORKING WORLD

This course includes a study in the following areas: oral communications, reading skills needed, written communication, and basic research for independent living. Student assignment sheets are prepared for study at a community site.

Content Outline

I. Oral Communication for Independent Living and the World of Work

   A. Listening skills

   B. Vocabulary usage

C. Informal communication

D. Formal communication

E. Technique of propagandist

F. Parliamentary procedures

II. Reading Skills Needed for Independent Living and the World of Work

A. Vocabulary usage

B. Understanding business papers

C. Using newspapers and magazines

III. Written Communication for Independet Living and the World of Work

A. Spelling

B. Punctuation, capitalization, sentences and paragraphs

C. Personal and business written communication

D. Completion of forms

MATHEMATICS IN THE WORKING WORLD

This course includes a study in the following areas: computation skills, using measurement, using money, time, charts, graphs, tables and forms. Student assignment sheets are prepared for study at a community site.

Content Outline

I. Computating Routine Math Problems

A. Addition

B. Subtraction

C. Multiplication

D. Division

E. Fractions

F. Decimals

G. Percentage

II. Using Measurement

A. Linear measurement

B. Measurement of mass

C. Measurement of volume

D. Thermometer

III. Using Money

- A. Vocabulary
- B. Purchases
- C. Banking and savings account
- D. Use of credit

IV. Computing Time

- A. Using clocks and watches
- B. Using calendars

V. Charts, Graphs, Tables and Forms

- A. Using charts, graphs and tables
- B. Interpreting schedules
- C. Completing tax forms
- D. Obtain birth certificate and social security cards

PERSONAL HEALTH IN TODAY'S WORLD

This course includes a study in the following areas: skills required to utilize medical services, skills required to maintain a proper diet, and awareness of how the human body functions. Student assignment sheets are prepared for study at a community site.

Content Outline

I. Skills Required to Utilize Medical Services

- A. Medical vocabulary
- B. Health evaluation form
- C. Health Services in community
- D. Common illnesses
- E. Proper hygiene
- F. First aid

II. Skills Required to Maintain a Proper Diet

- A. Characteristics of balanced meal
- B. Preparing of meals
- C. Food storage
- D. Proper manners and eating behaviors

III. Awareness of How the Human Body Functions

- A. Functions of the five senses
- B. Body changes
- C. Appropriate clothing

D. Effects of alcohol and drugs

E. Characteristics of the circulatory system

F. Components and functions of blood

G. Characteristics of the respiratory system

H. Characteristics of the digestive system

I. Function of the nervous system

J. Skeletal system and its functions

K. Function and purpose of the excretory system

L. Purpose and function of the reproductive system

AMERICAN GOVERNMENT FOR WORKING CITIZENS

The government course has been developed to meet the requirements for graduation from the local school. The course has traditional content with major emphasis placed on applying the knowledge obtained to real life situations that people experience in their day-to-day living. Student assignment sheets are prepared for study at a community site.

Content Outline

I. The Basis for the American Form of Representative Government

A. The establishment of the United States government

B. The United States Constitution

II. The Structure of the United States Government

A. The Federal government

B. The State government

C. The Local government

III. The American System of Government - A Working System

A. The role of the American citizen

B. The decision-making process

C. The influence of government

D. The role of political institutions in American society

D. COMMUNITY PROGRAMMING - LEGAL CONSIDERATIONS

1. Unpaid Cooperative Agreements

a. Unpaid Cooperative Assignments

The Fair Labor Standards Act contains provisions and standards concerning record keeping, minimum wages, overtime pay, child labor, and equal pay. These basic requirements apply to employees engaged in interstate commerce or in the production of goods for interstate commerce and also to employees in certain enterprises which are so engaged. There is no special provision in the Act which precludes an employee-employer relationship between religious, charitable, or nonprofit organizations and persons who perform work for such an organization. Questions arise regarding the existence of an employee-employer relationship and the application of minimum wage regulations when cooperative students, interns, and others are away from the campus on uncompensated work assignments.

The Department of Labor published "Employment Relationships Under the Fair Labor Standards Act" in February, 1972, (WH 1297 REV.) in which trainees were distinguished from employees as follows: "The Supreme Court has held that the words 'to suffer or permit to work', as used in the Act to define "employ" do not make all persons employees who, without any express or implied compensation agreement, may work for their own advantage on the premises of another. Whether trainees or students are employees of an employer under the Act will depend upon all of the curcumstances surrounding their activities on the premises of the employer.

If all of the following criteria apply, the trainees or students are not employees within the meaning of the Act.

(1) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;
(2) the training is for the benefit of the trainees or students;
(3) the trainees or students do not displace regular employees but work under their close observation;
(4) the employer that provides the training derives no immediate advantage from the activities of the trainees or students and, on occasion, his operations may actually be impeded;
(5) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(6) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Additional information is provided through a letter from the U.S. Department of Labor. A copy is provided in Appendix O.

2. Safety

The safety of the student, Technical Tutor, Work Experience Instructor, or other person serving as a School Representative, is paramount in the program. The adherence to the OSHA standards is a basic part of the program. No student is willingly placed at any training station or in any situation that jeopardizes the safety of the student.

The limitations of placement in the 17 hazardous occupations of the U.S. Division of Labor are also followed. These occupations are:

(1) Occupations in or about plans or establishments manufacturing or storing explosives or articles containing explosive components.
(2) Occupations of motor vehicle driver and outside helper.
(3) Coal mine occupation
(4) Logging occupations and occupations in the operation of and sawmill, lath mill, shingle mill, or cooperage stock mill.
(5) Occupations involved in the operation of power-driven woodworking machines.
(6) Occupations involving exposure to radioactive substances and to ionizing radiations.
(7) Occupations involved in the operation of elevators and other power-driven hoisting apparatus.
(8) Occupations involved in the operation of power-driven metal forming, punching, and shearing machines.
(9) Occupations in mining, other than coal.
(10) Occupations involving slaughtering, meat packing or processing or rendering.
(11) Occupations involved in the operation of certain power-driven bakery machines.
(12) Occupations involved in the operation of certain power-driven paper products machine.
(13) Occupations involved in the manufacture of brick, tile, and kindred products.
(14) Occupations involved in the operation of circular saws, band saws, and guillotine shears.
(15) Occupations involved in wrecking, demolition, and ship-breaking operations.
(16) Occupations involved in roofing operations.
(17) Occupations in excavation operations.

VESS is a training program designed to assist the student in receiving employment. The training station is considered an extension of the local school. The individual program of each student at the training station is designed to replicate what a similar student would be doing on the campus of the local school or community college vocational technical program in a "laboratory simulation."

The VESS program has been reviewed by the Department of Labor, Regional Wage and Hour Division. As long as the six criteria listed on pages 48-49 apply, VESS students and coordinators, as well as their employer partners are in compliance with the Federal and State Labor Laws. If employers or administrators question this aspect of the law, direct them to the recent letter in Appendix P of this BASIC MANUAL.

3. Insurance Coverage

Because the student is not considered an employee and no "employer-employee" relationship exists, workmen's compensation does not apply to VESS students. To cover the student in matters of general liability and personal injury, a separate insurance plan has been developed. Students are covered as follows:

General Liability - Northeastern Fire Insurance Company
Limits: $300,000. Bodily Injury
$100,000. Property Damage
$ 250. Deductible
Excludes Malpractice, Professional Services, Athletic Participation, Punitive and Exemplary Damages

Accidental/Medical - Travelers Insurance Company
Limits: $ 5,000. Medical Expense
$ 5,000 Accidental Death and Dismemberment and Loss of Sight. No Deductible
Covering Students and Coordinators

The student and/or local school then, through its local fee arrangement, pays the premium for the insurance. In the Vocational Center, insurance is provided by the project. See Appendix Q for more insurance details.

E. LOCAL BOARD POLICY

It is recommended that the Board of Education establish a policy allowing the granting of vocational and academic credit for students who participate in the VESS program.

Potential guidelines for the board awarding of vocational credit in the VESS program for both the vocational job specific skills and the related academics are described briefly below:

- Students participating in VESS will receive credit for the vocational training they receive. The job specific skill community-based training is commensurate with student performance in a laboratory setting; therefore, the student will be required to be at the training site for 150 hours minimum in order to receive two units of high school credit. Academic credit may be earned for academic courses offered by VESS. The School Representative will maintain a log of each student's performance and will submit a report to the high school principal identifying the credits earned.

- Through the use of individual assignment sheets, the student will be provided course content in accordance with his needs and abilities. These individualized courses are especially designed to meet the needs of the handicapped and/or disadvantaged student. The assignments for these courses can be designed around the student's experience at the training site.

- The sample Board Policy (Appendix R) supports the granting of credit in the VESS program.

Strategies are needed for addressing social needs of students to graduate with age peers. Students in the VESS program will have an opportunity to participate in the same social activities as their peer group (e.g., students may attend senior prom, etc.)

The Board Policy Guidelines consist of the following parts:

- Definitions of the program
- Responsibility of various agencies/institutions
- Provision for student participation in social activities
- Role of personnel
- Provision of awarding credit
- Strategies for addressing social need of students

F. FUNDING

The cost of the individual students participating is the responsibility of the local school district. The cost of the programming has been consistent with the amount generated for each student. The cost should reflect actual program cost. The special education program cost is greater than the disadvantaged student cost; however, the additional funds generated for special education students enable the district to pay for these costs.

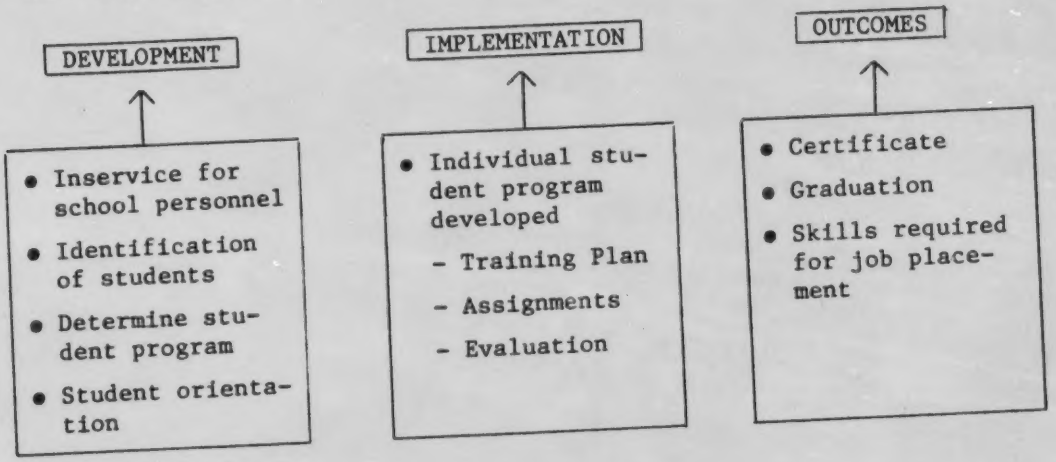
Contracts are written on each student enrolled in the program. This clarifies the local districts obligation to pay tuition cost for each of their participating students. The contract is between the community college and the local school.

PART IV
SUMMARY

It has been the intent of the Basic Manual to provide the information needed to start and operate a Vocational Educational Program for Special Students. Major segments include:

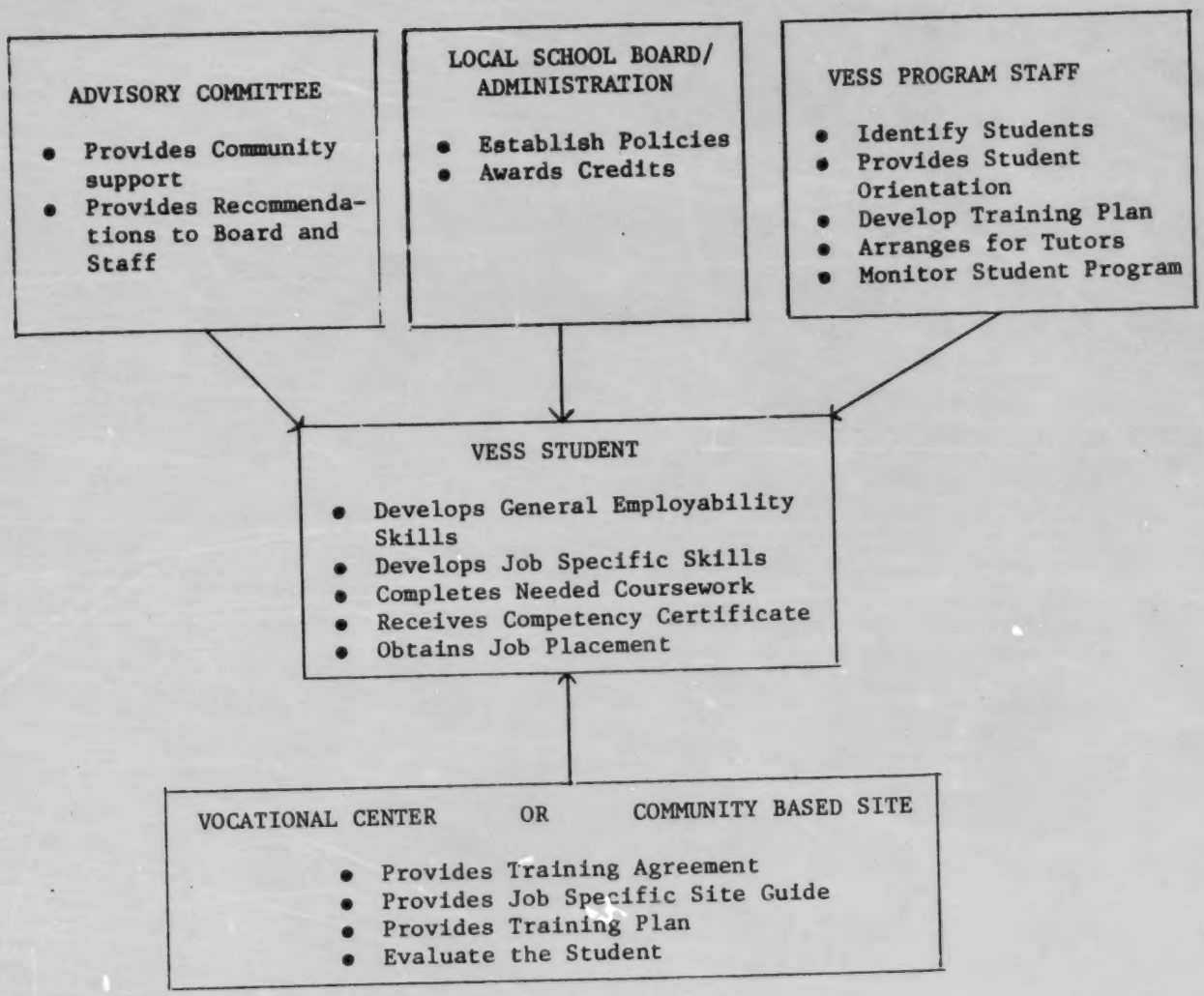
Introduction
Implementation
Programming Support System

The sequence of implementing the VESS program is illustrated in the following diagram:



V.

MAJOR COMPONENTS OF THE VESS PROGRAM


ADVISORY COMMITTEE
• Provides Community support
• Provides Recommendations to Board and Staff
LOCAL SCHOOL BOARD/ ADMINISTRATION
• Establish Policies
• Awards Credits
VESS PROGRAM STAFF
• Identify Students
• Provides Student Orientation
• Develop Training Plan
• Arranges for Tutors
• Monitor Student Program
VESS STUDENT
• Develops General Employability Skills
• Develops Job Specific Skills
• Completes Needed Coursework
• Receives Competency Certificate
• Obtains Job Placement
VOCATIONAL CENTER OR COMMUNITY BASED SITE
• Provides Training Agreement
• Provides Job Specific Site Guide
• Provides Training Plan
• Evaluate the Student

APPENDIX

A - Differences Between VESS and Work Experience

B - VESS Program Guidelines - Area V

C - Special Needs Survey

D - Background Data Sheet for VESS Candidate

E - Sample Contract - ICCC and Local School

F - Vocational Job Specific Site Guide

G - Occupational Training Plan

H - Training Sponsor Agreement

I - Sample Assignment Sheet for Job Specific Skill

J - Site Visit Report

K - Academic Course Assignment Sheet

L - Sample Training Sponsors Evaluation Form

M - Sample Student Certificate

N - Advisory Committee Manual

O - Available Training Plans and Site Guides

P - Letter - U.S. Department of Labor

Q - Insurance Company Policy Summary

R - Sample Board Policy

APPENDIX A

DIFFERENCES BETWEEN WORK EXPERIENCE AND COMMUNITY-BASED VOCATIONAL TRAINING

DIFFERENCES BETWEEN WORK EXPERIENCE

AND

COMMUNITY BASED VOCATIONAL TRAINING

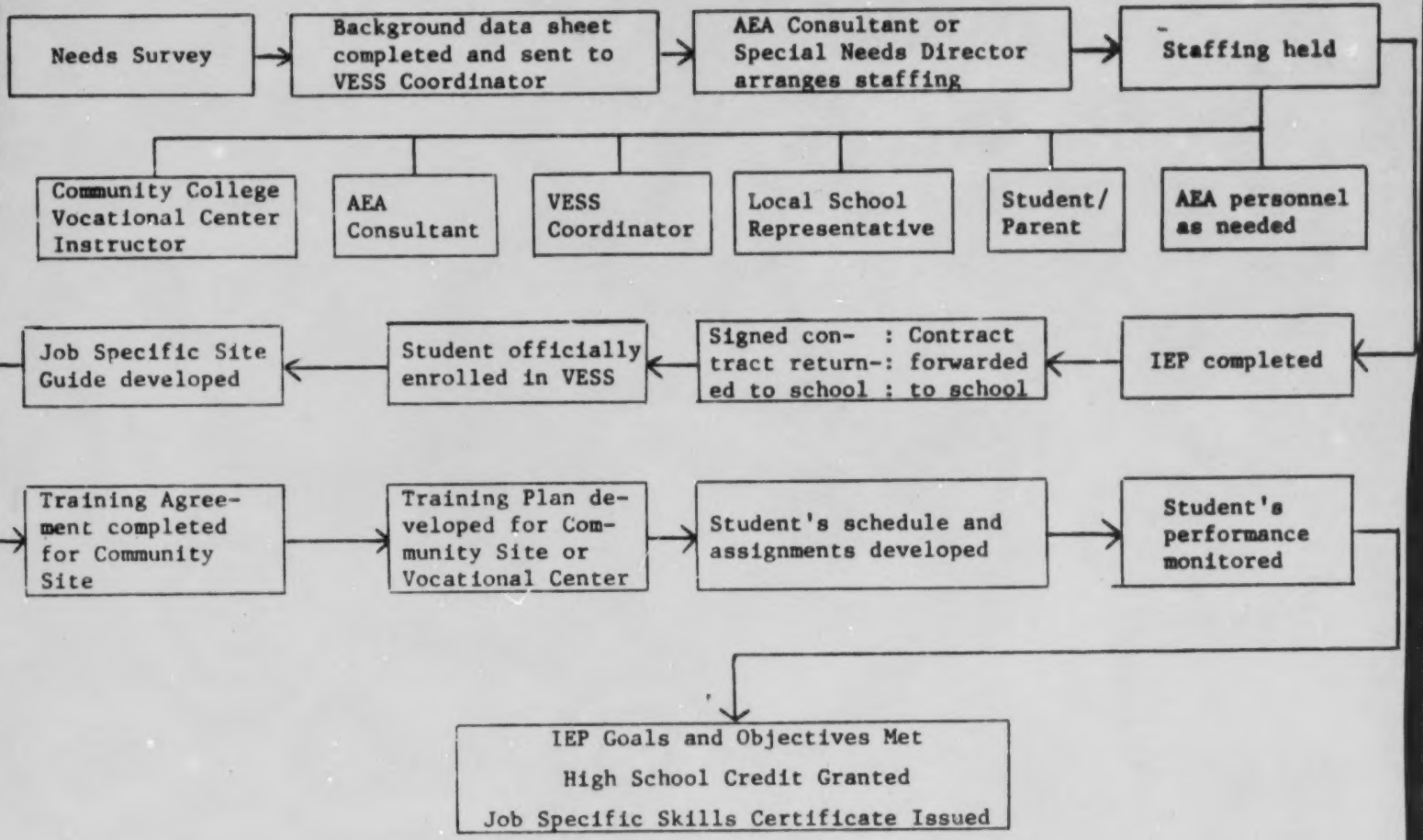
Work Experience Programs do provide pay for students; therefore, a distinction in fact and theory must be made between the two programs. The following comparison is provided to help make the distinction.

WORK EXPERIENCE PROGRAM	VOCATIONAL JOB SPECIFIC TRAINING PROGRAM AT A COMMUNITY SITE
The student is engaged in activities that result in production at a level enabling the employer to pay a salary.	The student is engaged in activities at the site to learn how to do given tasks, and does not provide a level of production that results in compensation for the student.
The student is an employee and is covered by Worker's Compensation.	The student is not an employee and is not covered by Worker's Compensation. The student is covered by insurance that is purchased by the school or the student.
The student is assigned a specific task to carry out for the place of business where he is assigned. The student's assignment results in productivity.	The student is assigned a task to learn how to correctly complete the task. Once that task is mastered, the student is moved to a new task. The student's productivity is minimal and does not exceed the cost incurred by the employer in allowing the students to use the employer's place of business. The minimal productivity of the student is a trade-off for the use of the employer's facility.
The employer has a task to do that would require the employment of an individual. The Work Experience student is employed to carry out those specific tasks.	The student is not replacing an employee. The employer will take a student into his place of business when there are enough employees employed to successfully carry on the activities of the business.
Students in Work Experience often use the on-the-job training as a direct lead to a full-time employment at that particular site.	Students finishing will receive a certificate of completion that states the specific job skills they have mastered. Students participating are at the site to obtain given job skills.

APPENDIX B

VESS PROGRAM GUIDELINES - AREA V

FLOW CHART FOR PLACEMENT AND PROGRAMMING OF VESS STUDENTS


Needs Survey
Background data sheet completed and sent to VESS Coordinator
AEA Consultant or Special Needs Director arranges staffing
Staffing held
Community College Vocational Center Instructor
AEA Consultant
VESS Coordinator
Local School Representative
Student/ Parent
AEA personnel as needed
IEP completed
Signed contract returned to school
Contract forwarded to school
Student officially enrolled in VESS
Job Specific Site Guide developed
Training Agreement completed for Community Site
Training Plan developed for Community Site or Vocational Center
Student's schedule and assignments developed
Student's performance monitored
IEP Goals and Objectives Met
High School Credit Granted
Job Specific Skills Certificate Issued

STAFFING RESPONSIBILITIES OF VARIOUS PERSONNEL:

1. AEA Supervisor

   The AEA Supervisor will:

   a. monitor the role of the work experience instructor and consultant to assure that students are appropriately identified and staffed into the VESS program.

   b. assist in the resolution of specific problems that arise in the implementation of the program in general or programs for specific students.

2. Assistant Superintendent, Curriculum & Instruction

   The Assistant Superintendent, Curriculum and Instruction, will:

   a. keep the official record of the student's enrollment through the contracts with the local school.

   b. be chief fiscal manager of the program.

   c. provide general supervision for the project.

3. Director of Services for the Handicapped

   The Director of Services for the Handicapped will:

   a. provide general supervision of the program.

   b. maintain lines of communication with the AEA.

   c. help establish program guidelines.

4. AEA Consultant

   The AEA Consultant will:

   a. provide the liaison with the local education agency to facilitate the identification of potential VESS students.

   b. contact the VESS instructional program coordinator to arrange placement staffings and provide information regarding that staffing to the appropriate school personnel.

   c. furnish reports on potential VESS students to the VESS instructional program coordinator prior to placement staffings. The most recent annual review and psychological report will be provided.

   d. be the official AEA representative to facilitate the implementation and maintenance of effective lines of communication between the local school district and the community college.

5. Work Experience Instructor

The WEI will:

a. contribute input regarding the student's career/vocational experience prior to their enrollment in VESS.

b. or will not be attending placement staffings. When they do not attend placement staffings, the information will be forwarded to the special education consultant, or to the VESS instructional program coordinator.

c. attend staffings of students placed at community-based sites. If the WEI is not at the staffings, a follow-up conference with the WEI will be needed prior to completing the student's IEP.

d. provide the community-based program for all VESS students. They will:

1) develop the training plan.
2) develop the training agreement.
3) develop the training guide.
4) weekly monitor the student's program.
5) weekly develop assignment sheets for students.
6) arrange for tutors as needed and authorized by the ICCC Assistant Superintendent, Curriculum & Instruction.

Any one WEI will not be assigned more than the equivalent of two full-time community-based VESS students. If enrollment in the community-based programs exceeds the student load capacity of the WEI, the college will employ part-time personnel to carry out the responsibility of the WEI. These individuals will be referred to as CVPs or Community Vocational Programmers.

6. VESS Coordinator

The VESS Coordinator will:

a. be the liaison with the AEA, LEA and the community college.

b. attend all staffings, or send designee.

c. develop public relation materials and give presentations to interested groups.

d. be available to provide inservice as needed with the ICCC instructors.

e. develop as a joint effort with AEA, LEA, ICCC and the student, the student's program to include intake and staffing recommendations for Individual Education Plan (IEP).

f. develop a training plan for the student participating in the campus-based program.

g. coordinate the vocational/technical program through development and dissemination of individual student schedules.

h. prepare a daily schedule for the student, identifying the student's utilization of the Learning Center, participation in the VESS curriculum, and time for assistance from tutors.

6. VESS Coordinator (continued)

i. maintain student records, as determined needed by administrative personnel.

j. schedule intake staffings and annual reviews with AEA consultants and local school personnel. (Local school personnel involved will vary from district to district, in accordance with their preference.)

k. procure and monitor time cards of the tutors.

l. maintain open lines of communication with the local school:

1) schedule conferences as needed and appropriate.
2) provide progress reports on students enrolled in the program.
3) forward notification of credits earned.
4) visit the local school campus, in accordance with the needs of that school district.

m. interview tutors and arrange for their employment.

n. provide orientations and on-the-job training for VESS staff to include reporting and evaluation reports.

o. provide follow-up and direction for students when their behavior is detrimental to their successful participation in the program. This may include inappropriate absences, disruptive behavior in classes, non-attentiveness during instruction, etc.

p. arrange with the vocational/technical instructors for placement of VESS students in their respective programs and arrange meetings with the VESS coordinator and vocational/technical instructors to facilitate communication.

q. monitor the financial reporting system and forward reports to the Assistant Superintendent, Curriculum and Instruction.

7. Assistant to the Coordinator

The Assistant to the Coordinator will:

a. assist the coordinator in maintaining needed records.

b. assist the coordinator as needed to carry out programs established for each student.

c. act as the coordinator's designee at staffings.

d. assist with orientation of students and scheduling of classes.

e. assist in finding on-the-job training sites for students.

f. visit with employers and students while on the job.

g. assist in developing EBCE sites.

h. help arrange transportation of students to training sites.

i. cover the duties when the VESS coordinator is absent.

8. Tutor

The tutor will provide programming consistent with the needs of the student and as directed by the program coordinator. These services may include:

8. Tutor (continued)

a. assistance to enable a student to master skills taught as part of the vocational instructional program.

b. presenting the needed related subject matter utilizing:

1) student activity sheets
2) teacher input
3) tapes and tape recorder
4) resources available in the Learning Center that are applicable
5) charts, overhead transparencies, and pictures

c. assisting the student in taking tests.

d. recording the time spent with each student in the student log book.

e. reporting to the VESS Coordinator/Instructor any and all problems that arise concerning students.

f. checking with and reporting to the coordinator on progress concerning related vocational subjects.

ISSUES THAT MAY ARISE . . .

Who is Responsible?

Issues	Personnel	Comments
1. Indexing	AEA Supervisor of Special Education Instructional Programs	The consultant, special education, will be specifically held responsible for indexing VESS students. This process is overseen by the Supervisor of Special Education Instructional Programs.
2. Fiscal Management	Assistant Superintendent, Curriculum and Instruction ICCC	Responsible for procuring contracts with local school districts for each participating VESS student.
3. Other funding	Assistant Superintendent, Curriculum and Instruction ICCC	Examples - CE4s or other career/vocational dollars
4. Student conduct	VESS Coordinator or WEI for community-based students	The special needs coordinator will provide follow-up and direction for students who are demonstrating inappropriate behavior. The VESS coordinator will be responsible for monitoring student behavior.
5. Student progress	VESS Coordinator or WEI for community-based students	Student progress reports will be developed and provided to local schools.
6. Participation of vocational/technical program personnel in the VESS project	VESS Coordinator	Responsible for coordinating the utilization of vocational/technical programs at Iowa Central Community College.
7. Records	VESS Coordinator or WEI for community-based students	Logs are maintained on each student. The monitoring and overseeing of those logs and records are the responsibility of the VESS coordinator and WEI for community-based programs.
8. Facilitate reaching resolution to issues regarding: a. student programming b. student placement c. others	VESS Coordinator or WEI for community-based students. Director of Services for the Handicapped -referred to VESS Coordinator who will obtain needed information.	Situations will arise that will require the intervention of VESS personnel.
9. Assessment data	The VESS Coordinator or AEA Consultants	The VESS Coordinator of AEA consultant will arrange for needed evaluation. The ICCC Assessment Center may be used, as well as AEA evaluation resources. The consultant will collect needed data for staffings.

VOCATIONAL EDUCATION FOR SPECIAL STUDENTS

Placement Procedures

These procedures have been developed to identify the sequence of events to follow in staffing a disadvantaged student into the VESS program.

1. The local school counselor will be responsible for arranging all initial staffings for students being considered for Vocational Education for Special Students (VESS). Those in attendance at the staffing must be:

   a. Community College Special Needs Coordinator

   b. The local school counselor or designer

   c. Parent and student

   Others who should routinely attend if possible are:

   a. Vocational Instructor for campus based program

   b. Other local school personnel

2. The counselor will be responsible for completing the general information for (#4-8-2-282) prior to the staffing. A copy of the completed form will be forwarded to the Special Needs Coordinator before the staffing.

3. The staffing team will determine:

   a. Is there enough data available to make a decision? Has the student been evaluated at the ICCC Assessment Center? If this has not been done and should be, who will schedule the evaluation?

   b. Is there an appropriate vocational preparatory program available to the student in the local school? If there is, the student is <u>not</u> an appropriate student for VESS.

   c. If the student is an appropriate candidate for VESS, the question must be:

      1) Which program is most appropriate, the campus or community-based program?

      2) What specific vocational preparatory training program is needed?

4. When the staffing team determines the student should be placed in a VESS program, the staffing report is completed by the Special Needs Coordinator or designer.

5. The VESS Coordinator sends a copy of the staffing report to the Iowa Central Community College (ICCC) Assistant Superintendent, who forwards a contract on the given disadvantaged student to the local school.

6. Once a signed contract has been returned, a copy is made and sent to the Special Needs Coordinator. The VESS Coordinator is then able to officially notify the student and parents of the student's enrollment in VESS.

7. The Special Needs Coordinator finalizes enrollment details as needed.

8. The student completes orientation, and is assigned to a vocational training program as specified by the student's individual program.

9. The students completing the program receive high school course credit in accordance with those credits earned, and receive a certificate, specifying the vocational skills they have mastered.

APPENDIX C

SPECIAL NEEDS SURVEY

SPECIAL NEEDS SURVEY

DATE _____

SCHOOL _____ ADDRESS _____

CONTACT PERSON _____ PHONE # _____

Program Services Available for Special Needs Students

yes no Individualized Instruction
Extent of Individualized Instruction - Some Courses
- Most Courses
- All Courses

yes no Support Systems
(Tutors - Readers)

yes no Criteria Reference Examination

yes no Competency-Based Curriculum in Vocational and Occupational Courses

yes no Local Assessment Center System

yes no Learning Center Support

yes no Remedial Instruction Support

Other _____

_____

_____

Enrollment Data

Disadvantaged

Grade 9	B___ G___	Grade 11	B___ G___
Grade 10	B___ G___	Grade 12	B___ G___

Adequately Being Served by Parent School Curriculum and Support

Grade 9	B___ G___	Grade 11	B___ G___
Grade 10	B___ G___	Grade 12	B___ G___

Student Characteristics

Check which disadvantaged student-centered problems are most prevalent in your school.

_____poor attendance

_____poor interpersonal skills

_____cannot/does not accept responsibility

_____poor math skills

_____poor writing skills

_____lack of interest in school

_____low reading ability

_____low math ability

_____poor home environment

_____no career goals

APPENDIX D

BACKGROUND DATA SHEET FOR VESS CANDIDATE

BACKGROUND DATA SHEET
FOR VESS CANDIDATE

Name of Student _____ Telephone Number of Student _____

Address _____ Birthdate _____

School District _____ Grade in School _____

Disability _____

Student's area of vocational interest:

Work Experiences (please check those that are applicable):

____ 1. Work Experience
____ 2. Experience Based Career Education (EBCE)
____ 3. Vocational Rehabilitation
____ 4. Social Security recipient

If work experience was checked, please identify specific work experience of student.

If a community based training program would be appropriate for this student, please identify reason or reasons.

If a community based training program would not be appropriate for this student, please identify reason or reasons.

Please identify what paper and pencil vocational interest or aptitude tests have been given, indicating the results.

If the student has been evaluated by an Assessment Center, this information is also applicable and would be helpful.

Other Comments:

APPENDIX E

SAMPLE CONTRACT - ICCC AND LOCAL SCHOOL

IOWA CENTRAL COMMUNITY COLLEGE
Fort Dodge, Iowa 50501

VOCATIONAL EDUCATION FOR SPECIAL STUDENTS (VESS)

PURSUANT to the provisions of Chapter 280, CODE OF IOWA, pertaining to "vocational programs" for the handicapped, this agreement is entered into between Iowa Central Community College and the _____ Community School District.

WEHREAS, Chapter 280, CODE OF IOWA, permits cooperative agreements between community colleges and local school districts in the operation of vocational programs for the handicapped, the parties to this agreement will assume the responsibilities outlined below.

Iowa Central Community College agrees to:

1. Cooperate with the local districts in identifying handicapped students to be placed in vocational instructional programs.
2. a) Provide physical facilities to house the instructional programs which meet the standards of the Iowa Department of Public Instruction. This is for the students enrolled full time at Iowa Central Community College.

   b) Identify, prepare and supervise a community based instructional program which meets the standards of the Iowa Department of Public Instruction. This is for the students enrolled one-half time with the Iowa Central Community College/Area Education Agency program in the local community.
3. Recruit, employ, administer, and supervise the staff who meet the certification and approval requirements of the Iowa Department of Public Instruction.
4. Participate with local district personnel in the selection of students to be enrolled in Vocational Education for Special Students (VESS) and keep the local districts informed of the enrollment or dismissal of each of their students.
5. Bill the local district for each enrolled child at the end of each semester.
6. Use any weight-index funds received in the form of tuition from local districts only for the support of vocational programs and account for those funds annually.

Local school districts agree to:

1. Cooperate with Iowa Central Community College and Arrowhead Area Education Agency in the identification, diagnosis, staffing, and placement of students.
2. Make payments to Iowa Central Community College at the end of each semester for students enrolled in the vocational programs operated by Iowa Central Community College. The first semester payment will be based on the amount of money generated by each district using the allowable per pupil expenditure times the weighted index. The second semester payment will be based on actual costs of class and length of time students enrolled which will include adjustments for variances in first semester billing.

The terms of this agreement are for one year only, beginning July 1, 1982, and ending June 30, 1983.

Student to be served through vocational programming _____

Parent _____ Address _____

Date _____

_____ _____

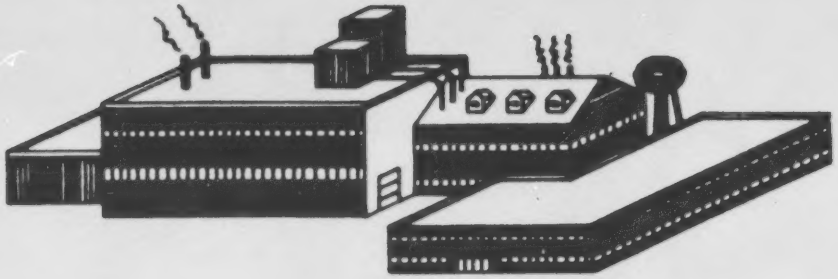
Board President or Authorized Designee--Sending Agency

Board President or Authorized Designee--Receiving Agency

Return to: Dr. Carl H. Larson, Iowa Central Community College, 330 Avenue M, Fort Dodge, IA

APPENDIX F

VOCATIONAL JOB SPECIFIC SITE GUIDE



Occupational Area _____

_____

_____

VOCATIONAL JOB SPECIFIC

SITE GUIDE

_____

To be filled out on each Skill Trainer

Trainer's Name Alan Smith Job Title Machine Operator

Primary Skill Area Cutting, incline lathe, booring Secondary Skill Area Welding

Name of Contact Person to place student Mark Jones Phone 000-0000

Time Skill Trainer expects students to be on site. From 1:00 p.m. to 2:30 p.m. . Smoking regulations No smoking

Dress Code Dress Neatly - Jeans or coveralls preferred Special Restrictions Must be clean - no loose-fitting sleeves or shirts. No bare feet.

Other Comments Must have safety goggles

Special kinds of possible student involvement such as discussions and demonstrations in which Skill Trainer will participate:

Student will be allowed to operate basic lathe and booring machines to demonstrate proper safety factors.

To be filled out for the Preparatory Site in general

Name of Site Lexford Machine Shop Address Lexford, Iowa

Directions South Side - City Square Bus Schedule None

Parking Facilities Front and City Parking Lot Lunch Facilities Cafe - Next Door

Primary Contact Person at Site Mark Jones Phone 000-0000

Number of students site can take at one time One Special spacing desired by site (if any) Not during Summer (July) when proprietor is on vacation.

Special Restrictions No smoking

Special programs or activities that students can participate in while at site (time, dimensions or programs and prerequisites) Can repair own simple machine (i.e., lawn mower)

General description of purpose or function of preparatory site:

A single proprietory business establishment with two helpers that repairs all types of farm machinery.

Name and description of different sections or units of site (if any):

Does not apply.

SKILL TRAINER _____ SPECIFIC OCCUPATION _____

DOING		KNOWING	
COMPETENCY TASKS	PERFORMANCE STANDARDS	KNOWLEDGE NECESSARY FOR STUDENT TO MASTER THE TASK	BASIC INFORMATION
1. Clean Floors • Remove items from floors. • Sweep floors. • Scrub floors.	Clean the floor to the satisfaction of the immediate supervisor.	• List items and move them around. • Determine type of broom to use. • Mix washing solutions, use scrub brushes, use mops and pails, use mop squeezers and squeegees.	Properly mix sweeping compound according to instructions on lid of barrel. Must know one-quart size. Use hot water with all wet solutions. Must know pint-size in mixing.
2. Clean Machine • Wipe down machine. • Use solvent. • Oil bright parts of machines. • Paint machines.	Item one and two must meet the satisfaction of the immediate supervisor. Items two and three must be done without error.	• Type of rags to use. • When to use solvent, where to get the solvent, and how to use the solvent safely. • Oil bright parts, type of oil to use and how much oil to use. • Parts of machine to be painted and what type of paint to use.	Follow instructions in direction books on Continental and Red Craft machines. Use #20 A grease and #10 A oil in all fittings. Store oil rags in red marked cans. Follow safety first rules on disconnecting machines from power source.
3. Clean Washrooms • Clean wash basins. • Wash mirrors. • Fill towel holders. • Empty trash barrels. • Fill soap dispensers.	The washroom must be cleaned so that it will meet health standards, and be satisfactory to the immediate supervisor.	• Clean wash basins, mirrors. • Correct soap to use on mirrors. • Open towel holders, load holders with towels. • Transport trash barrels, empty trash barrels. • Open and fill soap dispensers	Use BX disinfectant only in washrooms.

SKILL TRAINER _____ SPECIFIC OCCUPATION _____

DOING KNOWING

COMPETENCY TASKS	PERFORMANCE STANDARDS	KNOWLEDGE NECESSARY FOR STUDENT TO MASTER THE TASK	BASIC INFORMATION
4. Empty Trash Containers • Transport trash containers. • Lift trash containers. • Disinfect trash containers.	Empty trash containers to the satisfaction of the immediate supervisor and adhering to all safety factors involved.	• Transport trash containers. • Properly life trash containers. • Disinfect trash containers.	Paper barrels are for all non-metal trash. Blue containers are left in rooms. Use only LDX disinfectant for paper waste.
5. Remove Metal Shavings and Scrap Materials • Handle metal shavings. • Handle scrap metals. • Dispose of scrap.	Remove metal shavings in a manner that is determined by good safety procedures, and to the satisfaction of the immediate supervisor.	• Safely handle metal shavings. • Safely handle scrap metal. • Dispose of scrap material.	Observe chain handling safety rules on life machine from left side only. All aluminum scrap in small shipping barrels.
6. Clean Light Fixtures and Replace Light Bulbs • Clean light fixtures. • Replace light bulbs.	Replace and clean light fixtures and bulbs to the satisfaction of the immediate supervisor.	• Safety precautions for light fixtures. • Properly clean a light fixture. • Safely replace light bulbs.	Use only Flexor lamps in utility room replacements.

APPENDIX G

OCCUPATIONAL TRAINING PLAN

TRAINING PLAN

STUDENT NAME Jane Smith SCHOOL Lexford Community School

TRAINING DATES September 10, 1981 (Beginning) TO May 20, 1982 (Ending)

OCCUPATIONAL JOB TITLE Machine Shop Custodian

Skill To Be Mastered	Date of Completion	*Competency Level	Remarks
1. Removing items from floor	9/15	(1) 2 3	
2. Sweeping floors	10/1	1 (2) 3	Must remember corners
3. Scrubbing floors	10/12	(1) 2 3	
4. Wiping down machines	10/28	1 (2) 3	Use oil sparingly
5. Use solvent	11/12	(1) 2 3	
6. Oiling Bright Parts	1/5	1 (2) 3	Remember all oil fittings
7. Painting Machines	2/6	(1) 2 3	Excellent
8. Cleaning Work	2/10	(1) 2 3	
9. Washing Mirrors	2/15	1 (2) 3	
10. Filling towel holder	3/1	(1) 2 3	
11. Emptying trash barrels	10/2	(1) 2 3	
12. Filling soap dispenser	3/18	(1) 2 3	
13. Transporting trash containers	11/12	1 (2) 3	Remember safety factors
14. Lifting trash containers	11/12	1 (2) 3	
15. Disinfecting trash	12/4	1 (2) 3	Don't overuse disinfectant
16. Handling metal shavings	1/7	1 (2) 3	
17. Hauling scrap metals	1/30	1 (2) 3	
18. Dispensing of scrap	3/5	(1) 2 3	
19. Cleaning light fixtures	4/1	1 (2) 3	
20. Replacing light bulbs	4/8	(1) 2 3	

* COMPETENCY LEVEL: PLEASE CIRCLE
1 = EXCELLENT
2 = GOOD
3 = ACCEPTABLE

SCHOOL REPRESENTATIVE

TRAINING SPONSOR

APPENDIX H

TRAINING SPONSOR AGREEMENT

S A M P L E

VOCATIONAL PROGRAMMING FOR SPECIAL STUDENTS

TRAINING SPONSOR AGREEMENT

By this agreement _____ will permit
Training Sponsor

_____, age _____ to enter its establish-
(Name of Student)

ment for the purpose of securing vocational job specific training for

_____.
(Job)

This Training Agreement is to serve as a guide for all cooperating parties by providing the student with opportunities for training in the specific skills of the occupation he/she has chosen and the technical information related to it. A systematic plan which provides for well-rounded training must be followed. The Plan includes a schedule of work experiences and a course of study developed from the job analysis. The Training Plan has been worked out and agreed upon by the employer and a representative of the school called a School Representative.

The student agrees to attend diligently to the training assigned by the employer. The School Representative will see that the student abides by the same company policies and regulations that apply to regular employees when appropriate for the training situation. The student agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve efficiency, knowledge and personal traits so that he/she may enter a chosen occupation as a desirable employee at the termination of the training period.

It is agreed that the employer will not pay the student for the tasks accomplished while in the training program.

The training period begins the _____ day of _____, 19____, and

extends through the _____day of _____, 19_____. The student will

attend the site from _____to _____, _____.
Starting Time Ending Time Days per Week

The major purpose of this program is to provide valuable vocational training for the student in the occupational field of his/her choice. This agreement is to show the responsibilities of the trainees, parent, school and training sponsor.

All persons concerned jointly agree to the following conditions:

1. The trainee enters this program to learn all that the training sponsor and technical tutor can provide in the area of job information, skills and attitudes concerning a particular occupation or career.

2. The trainee must maintain regular attendance in school and at the training site. He/she cannot attend the training site on any school day that he fails to attend school. Exceptions are permissible only with the mutual consent of the training sponsor and the School Representative.

3. A student who is dropped from the school rolls will be terminated from his on-the-job training site.

4. A student will be dropped from the program resulting in a loss of school credits if he leaves his training site without the consent of the School Representative.

5. The training sponsor expects the trainee to be honest, punctual, cooperative, courteous and willing to learn. The training sponsor may discharge the trainee for just cause; however, the School Representative requests consultation with the training sponsor before final action is taken.

6. The training sponsor is asked to inform regular employees of their important role in assisting in the training of the trainee.

7. The training sponsor agrees to keep the trainee on the site for the number of hours specified in the agreement.

8. The trainee must be at least 16 at the time he enters the program. All local, State and Federal regulations regarding the employment of youth under the age of 18 apply to cooperative training students.

9. The school provides a technical tutor to supervise the student on the site and to provide relative instruction in the occupation named above. Evaluation of student performance will be the responsibility of the School Representative. School credit is granted for successful training performance, as well as related classroom performance.

10. The training agency will direct the observation and participation of the student in the occupational experience indicated, with the objective of assisting the student in understanding the nature of the occupation and its responsibilities and opportunities.

11. Name of the technical tutor who will be the on-the-job instructor for this occupation. _____

12. For hazardous occupations only:

    a. The work of the student-learner in occupations declared hazardous shall be incidental to this training, shall be intermittent and for short periods of time, and shall be under the direct and close supervision of a qualified and experienced person.

    b. Safety instruction shall be given by the school and correlated by the technical tutor with on-the-job training.

This plan has been reviewed and recommended by the Advisory Committee.

A P P R O V A L S

_____ Student

_____ Training Sponsor

_____ Parent or Guardian

_____ Name of Company

_____ School Representative

APPENDIX I

SAMPLE ASSIGNMENT SHEET FOR JOB SPECIFIC SKILL

Example; this was
not an actual case

APPENDIX I

VESS STUDENT ASSIGNMENT SHEET

STUDENT NAME James R. Hope

SITE A.J. Motel SCHOOL REPRESENTATIVE Sarah Clark

STARTING DATE Sept. 15 DUE DATE Sept. 22

COURSE(S) Vocational - Building Maintenance

SPECIFIC SKILL AREA Will correctly replace light fixture, electrical outlet and light switch.

DESCRIPTION OF TRAINING ACTIVITY

1) The tutor will demonstrate the correct procedures for replacing a light fixture, light switch and electrical outlet.

2) James will be expected to ask questions if he does not understand the procedure.

3) James will be expected to carry out the activities described in item one with the assistance of the tutor.

EVALUATION BASED ON

James will replace a light fixture, electrical outlet and light switch correctly. His success will be verified by the tutor and school representative observing his performance.

EVALUATION COMMENTS

James felt he was ready to be observed whereby he could verify he had the needed skills. James correctly replaced the electrical outlet without difficulty, however, his performance in replacing the light fixture and light switch was not satisfactory. He will be scheduled for more training on these two items.

APPENDIX J

SITE VISIT REPORT

SCHOOL REPRESENTATIVE'S SITE VISIT REPORT

Student's Name _____ R.P.'s Name _____

Site _____ Phone _____

Occupation _____ L.C. _____

VISITATION RECORD

Date	Special Notes

APPENDIX K

ACADEMIC COURSE ASSIGNMENT SHEET

VESS STUDENT ACTIVITY PACKAGE

STUDENT NAME Majorie Brooks

SITE Swenson Feed & Grain SCHOOL REPRESENTATIVE Mary Rutherford

STARTING DATE October 30 DUE DATE November 3

COURSE(S) English and Government

SPECIFIC SKILL AREA Recognizing role of local grain elevator in community structure

GOVERNMENT OBJECTIVE Summarize what Indian culture remains in our world today.

ENGLISH OBJECTIVE Master the use of difficult words: now, know, there, their.

DESCRIPTION OF TRAINING ACTIVITY

1) Search for some old Indian Recipes.

2) Prepare one pan of corn bread and take to the elevator. Use the old Indian way or a modern mix. Be able to tell Mary how the corn that you used for the recipe got from the field to your table.

3) For English, write two sentences using know, two sentences using now, two sentences using there and two sentences using their. Proofread.

EVALUATION BASED ON

Eight sentences that show you correctly used now, know, there and their.

Your ability to describe the economic cycle of grain.

EVALUATION COMMENTS

Majorie baked the Indian recipe but had trouble with the inside getting done.

Steps Majorie could list were:

1) Planting
2) Grow
3) Fertilizers
4) Pick
5) Elevator
6) Drying
7) Shipping (countries, states)
8) Process and sort
9) Grind (if not done)
10) Packaged
11) Transported to stores
12) Unpack, price, shelve
13) Customer buy, pays
14) Customer uses at home

Majorie was able to list 12 of 14 steps on her own.

Majorie was able to list 12 of the 14 steps on her own.

APPENDIX L

SAMPLE TRAINING SPONSORS EVALUATION FORM

TRAINING SPONSOR EVALUATION

VOCATIONAL PROGRAMMING FOR SPECIAL STUDENTS

Name of Student _____ School _____ Date _____

Work Station _____ Sponsor _____ WEI _____

In each evaluation category, mark the number of the statement which most accurately describes the student. Clarifying comments, if necessary, are desired.

ATTENDANCE AND PUNCTUALITY — QUARTER 1 2 3 4
5 Excellent attendance and always on time.
4 Very good attendance and usually on time.
3 Good attendance but late occasionally.
2 Misses some days and occasionally late.
1 Misses too many days or frequently late.
Comment: _____

PERSONAL APPEARANCE — QUARTER 1 2 3 4
5 Always well-groomed with neat uniform.
4 Usually well-groomed with proper uniform.
3 Acceptable appearance.
2 Occasionally neglects appearance or forgets uniform.
1 Unkempt or frequently forgets uniform.
Comment: _____

SUPERVISION REQUIRED — QUARTER 1 2 3 4
5 Able to handle all tasks independently.
4 Able to handle most jobs independently.
3 Requires some supervision.
2 Requires constant supervision.
1 Cannot work alone.
Comment: _____

OBSERVING WORK RULES — QUARTER 1 2 3 4
5 Always uses accepted procedures
4 Usually follows rules.
3 Attempts to follow rules.
2 Sometimes ignores work rules.
1 Makes no effort to follow policies.
Comment: _____

ACCEPTING CONSTRUCTIVE CRITICISM — QUARTER
5 Excellent
4 Very good
3 Good
2 Fair
1 Poor
Comment: _____

JOB SPECIFIC SKILL MASTERY DEMONSTRATES THIS TIME THE SEQUENCE, INTEGRATION AND CONTINUITY OF SKILLS IN A PERFORMANCE TASK — QUARTER 1 2 3 4
5 Complete knowledge and wants to learn more.
4 Understand the tasks.
3 Show making some progress.
2 Needs some assistance at tasks.
1 Poor demonstration of performance tasks.
Comment: _____

ATTITUDE TOWARD WORK — QUARTER 1 2 3 4
5 Shows strong interest and initiative.
4 Shows a positive interest in job.
3 Reasonable interest in job.
2 Little interest or enthusiasm.
1 Usually resentful.
Comment: _____

JOB KNOWLEDGE — QUARTER 1 2 3 4
5 Complete knowledge and seeks to learn more.
4 Understands job well.
3 Making acceptable progress.
2 Some limitations.
1 Makes no attempt to learn job.
Comment: _____

WORK PACE — QUARTER 1 2 3 4
5 Efficient and finds extra work.
4 Always caught up.
3 Usually able to keep up.
2 Sometimes falls behind.
1 Makes little or no effort to keep up.
Comment: _____

CO-WORKER RELATIONS — QUARTER 1 2 3 4
5 Highly thought of by supervisor and other employees.
4 Gets along well with others.
3 Gets along with others.
2 Occasionally has difficulty.
1 Negative attitude and unfriendly.
Comment: _____

* * * * * * * *

GRADE _____ TOTAL _____

GENERAL COMMENTS: _____

_____
Training Sponsor Signature

Yellow copy for employer-White copy for WEI-Pink copy for parent/guardian.

APPENDIX M

SAMPLE STUDENT CERTIFICATE

LEXFORD COMMUNITY SCHOOL

CERTIFICATE

This is to certify that

_____

has completed the competencies of the
Vocational Program for Special Students (VPSS) Program
operated for cooperating secondary schools of Lexford County

_____
Date

_____
VPSS Community Vocational Programmer

_____
Superintendent

SAMPLE

VOCATIONAL CERTIFICATE OF COMPETENCIES

OCCUPATIONAL JOB TITLE: _____

COMPETENCIES COMPLETED ARE LISTED BELOW.

CLEAN FLOORS

- Remove items from floors ( )
- Sweep floors ( )
- Scrub floors ( )

CLEAN WINDOWS

- Clean wash basins ( )
- Wash mirrors ( )
- Fill towel holders ( )
- Empty trash barrels ( )
- Fill soap dispensers ( )

REMOVE METAL SHAVINGS AND SCRAP MATERIALS

- Handle metal shavings ( )
- Handle scrap metals ( )
- Dispose of scrap ( )

CLEAN MACHINE

- Wipe down machine ( )
- Use solvent ( )
- Oil bright parts of machines ( )
- Paint machines ( )

EMPTY TRASH CONTAINERS

- Transport trash containers ( )
- Lift trash containers ( )
- Disinfect trash containers ( )

CLEAN LIGHT FIXTURES AND REPLACE LIGHT BULBS

- Clean light fixtures ( )
- Replace light bulbs ( )

_____ TOTAL HOURS

X COMPLETED

O NOT COMPLETED

GIVEN THIS _____ DAY OF _____, 19 ____.

_____
VOCATIONAL INSTRUCTOR

_____
AEA REPRESENTATIVE

APPENDIX N

ADVISORY COMMITTEE MANUAL

Steps in Creating an Advisory Committee:

The first step in creating an advisory committee is to determine the need for such a group. The objective and philosophy of the school must be carefully analyzed along with the objectives for the vocational program. Once the need is determined for an advisory committee, the superintendent of schools or designated staff members establishes the committee, i.e. the school generally takes the initiative in organizing the committee. The purpose and functions of the committee should be clearly outlined.

The next step is to determine whether there is authority to form such a committee. This authority may come from the state plan for vocational education or the local board of education.

The next step is to consider the selection of members. The size of the committee will depend on the purposes to be achieved. General advisory committees for the total vocational program are usually larger with 20 to 30 members to enable representation from as many organizations in the community as possible. General committees for a specific program will usually have 7 to 9 members, while the craft committee usually consists of 5 to 7 members.

Members should be selected wisely on the basis of:

1. Intelligence, leadership and outstanding character.
2. Interest and willingness to work.
3. Civic-mindedness, respect from co-workers, and the ability to contribute.
4. Adequate experience in the field.
5. Time available to devote to the committee.
6. Representative of the community and the trade or business.

The school usually makes the final selection of members after consultation with recognized leaders in the field. Members are then officially appointed by the superintendent of schools with approval from the board of education. A letter should be sent to each appointed member, verifying his appointment and the length of his term on the committee. These appointments should become part of the official board minutes. Along with the letter, there should be included a statement outlining the function of the committee and the duties and responsibilities of the members. Stress should be given to the role of the advisory committee as being advisory in nature and carrying no administrative or policy-making authority.

In the case of the Community College Vocational Center VESS Programs, the VESS Coordinator may want to add members to the already existing advisory committees. In addition, many community colleges have the newly-formed Area Planning Councils who are coordinating several vocational programs. If a new Area Planning Council exists, the VESS staff is encouraged to get involved!

Steps in Operating the Committee:

The first step is to set the initial meeting of the committee. A letter should be sent to all members listing the date, time and place for the meeting, along with an outline of the agenda. The committee is organized at the first meeting by introducing the members, selecting a chairman and secretary, and outlining the functions of the committee. The chairman is usually selected from the trade representatives while the secretary is most generally a school representative. This allows for cohesiveness and reciprocal functioning of the committee.

If possible, a constitution and by-laws are established at the first meeting. This is done after the members are properly oriented to their duties and responsibilities. This gives the feeling of formality and a businesslike approach to the committee, as well as setting down certain guidelines for the operation of the committee.

Also at the first meeting, meeting dates should be set for the remainder of the year. This schedule should be adhered to as closely as possible. It may be necessary to call special meetings from time to time as the need arises. Minutes should be kept of all meetings and copies sent to each member, as well as the superintendent and board of education.

Future meetings are carefully planned in advance. Never call a meeting without having an agenda prepared ahead of time. The agenda is usually planned through the cooperative efforts of the chairman and the school representative. The agenda should list the topics and problems to be covered during the meeting. A time schedule is also helpful. Topics and problems should be carefully planned and stated to obtain the most effective results.

Meetings should be followed up and evaluated to make sure appropriate action has been taken on the topics and problems discussed. A report of this action should be sent to all members. It is also wise to keep a permanent file of all minutes and action taken. This is helpful in the drafting of final reports, as well as to future members of the committee or school staff.

Coordination of effort is a key to success. Committees should have access to all information which would be helpful to them in discharging their duties. They cannot be expected to make sound recommendations unless they are constantly kept informed on matters pertaining to their area of responsibility. Members should also keep business and school organizations informed about the activities of the committee.

Gettting a quorum is often a problem. For this reason, meetings should be scheduled at times most convenient for the members. Every attempt should be made to have the total membership present.

It is important to recognize the efforts of committee members. This may be done by awarding certificates, plaques, or sending letters of appreciation. Many schools recognize the members at employer-employee banquets or state meetings. A recognition dinner for all advisory committees in a school is also often given.

Finally, an annual report should be constructed which relates the activities of the committee for the school year. Copies of this report are given to each individual member of the committee, the superintendent, board of education and filed for future reference. It is quite agravating to accept a position in a school and find these records not available to determine what has preceeded in the operation of the vocational program.

APPENDIX O

AVAILABLE TRAINING PLANS AND SITE GUIDES

AVAILABLE TRAINING PLANS AND SITE GUIDES

Auction Assistant
Auto Body Repair
Bricklayer
Cabinet Maker Apprentice
Carpenter
Carpet Layer
Cashier Clerk
Computer Operator
Cook
Custodian/Janitor/Cleaner
Darkroom Technician/Photographer Assistant/
  Negative and Print Finisher
Day Care Helper
Day Care Worker/Nursery School Attendant
Electrician's Helper
Electrical Appliance Services
Farm Equipment Mechanic
Farm Machinery Set-up Mechanic
Floral Designer
Grain Elevator Clerk
Grounds Keeper
Horticulture Worker
Housekeeper
Laundry Worker
Library Assistant
Offset Press Operator
Parts Clerk
Painter
Plumber Apprentice
Retail Sales
Secretary
Shipping and Receiving Clerk
Short Order Cook
Stock Clerk
Teacher's Aide
Waitress/Waiter (Informal)
Wastewater Treatment Plant Operator
Welder Helper

APPENDIX P

LETTER - U.S. DEPARTMENT OF LABOR

U. S. DEPARTMENT OF LABOR
EMPLOYMENT STANDARDS ADMINISTRATION
OFFICE OF THE WAGE-HOUR DIVISION
911 WALNUT STREET - ROOM 2000

816/374-5382 Kansas City, Missouri 64106

DATE: August 28, 1981
REPLY TO ATTN OF: KCRO

SUBJECT: Employment Relationship

Ms. Jan McMahill
Special Projects Director
Iowa Central Community College
330 Avenue "M"
Fort Dodge, Iowa 50501

The Fair Labor Standards Act contains provisions and standards concerning recordkeeping, minimum wages, overtime pay, and child labor.

Assuming that any establishment where students are placed is subject to the requirements of the Act, a determination must be made as to whether an employment relationship exists between the students and the establishment. Whether students are employees of an employer under the Act depends upon all of the circumstances surrounding their activities on the premises of the employer.

Six criteria used in determining whether an employment relationship exists were established by the Supreme Court in Walling v. Portland Terminal. All six of the following criteria must be met before a student would not be considered an employee under the Act:

(1) The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school.

(2) The training is for the benefit of the trainees or students.

(3) The trainees or students do not displace regular employees, but work under their close observation.

(4) The employer that provides the training derives no immediate advantage from the activities of the trainees or students; and on occasion his operations may actually be impeded.

(5) The trainees or students are not necessarily entitled to a job at the conclusion of the training period.

(6) The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

Even if the criteria can be met, the training programs involved in the Supreme Court decision were limited to programs of seven or eight days duration.

In making a determination as to whether the criteria can be met, in all likelihood the third criteria would not be met if you continuously rotate students into a single position and this, in effect, results in the replacement of part-time or full-time employees.

If, in the event a Wage and Hour representative determines that an employment relationship does exist between a student and an establishment covered by the Fair Labor Standards Act, then the student would be entitled to all the benefits of the Act. The employer would then be responsible for complying with all its provisions.

JoAnne Ferrell

M. J. VILLARREAL, JR.
Assistant Regional Administrator
for Wage-Hour/ESA

APPENDIX Q

INSURANCE COMPANY POLICY SU :IARY

Insurance Company Policy Summary

August, 1981

The attached letter from DOWD INSURANCE AGENCY explains the insurance coverage for Iowa EBCE and Allied Programs students and coordinators during the 1980-81 school year.

The intent of this additional letter is to clarify the procedure for filing of claims and answer some questions that have been asked about the coverage.

COVERAGE

1. Coverage is active as long as the student is in the program, and applies while he is involved in the actual curriculum of the course.

2. The $6.80 premium covers a student for one school year or the term of his participation, whichever is shorter.

3. The General Liability insurance does not cover a participant while operating his/her own vehicle.

4. Learning Coordinators may also be covered.

5. There are two insurance companies involved: Northeast Fire for the general liability and Travelers for the personal injury to student or coordinator.

CLAIM PROCEDURES

1. Obtain a claim form from DOWD INSURANCE AGENCY in Ft. Dodge. Be sure to specify whether it is injury to participant or liability to others.

2. Once injury claim form is received, submit to doctor or hospital via student, parents or Learning Coordinator.

3. Doctor or hospital is to complete and return to DOWD in envelope provided.

4. It is suggested that center keep a record of each accident on file.

PROCEDURES FOR INSURING STUDENTS

1. Submit names of students participating in programs direct to DOWD INSURANCE AGENCY on the form provided with this letter.

2. Students or coordinators joining programs later may be covered by sending required information and payment to DOWD INSURANCE AGENCY.

3. No cancellation notice is necessary when student completes or leaves program as coverage is automatically terminated at that time.

4. If there are further questions, please contact DOWD INSURANCE AGENCY, P.O. BOX J, FORT DODGE, IA 50501 - PHONE (515) 576-7575.

Dowd Insurance Agency

DEPENDABILITY IN INSURANCE

200 North 10th Street
P. O. Box J
Fort Dodge, Iowa 50501
515/576-7575
TELEX 43-9004

August, 1981

Iowa E.B.C.E. and Allied Programs Project Managers

Once again this year Liability and Accident/Medical insurance coverage for participants in the above programs will be provided by our agency.

In preparing for the upcoming school year, we present a brief outline of the available coverage:

General Liability - Northeastern Fire Insurance Company
Limits: $300,000. Bodily Injury
$100,000. Property Damage
$ 250. Deductible
Excludes Malpractice, Professional Services, Athletic Participation, Punitive & Exemplary Damages)

Accident/Medical - Travelers Insurance Company
Limits: $5,000. Medical Expense
$5,000. Accidental Death and Dismemberment and Loss of Sight
No deductible
Covering students and coordinators

The annual cost is $6.80 per person. If requested, we will provide certificates of coverage for participation job sites.

Proper protection for sponsoring educational units, teacher coordinators and students requires complete and accurate census data. Eligibility calculations will be based on this data. Therefore, please complete the reverse side carefully.

For your information, we did have some claims during the 1980-81 school year. These were all closed promptly by payment by our insurance carriers, and none remain open at this time. Prompt notice of a claim or suspected claim is the key to proper settlement and we did enjoy excellent cooperation in this regard last year. Keep up the good work!

Very truly yours,
DOWD INSURANCE AGENCY

Thomas J. Dowd
President

TJD/hs

Please see other side >>>>>

YOUR [illegible] CONNECTION TO THE WORLD OF INSURANCE

CENSUS

Please read instructions on reverse side before completing the Census below.

	MALE FEMALE	NAME OF STUDENT OR TEACHER/COORDINATOR			DATE OF BIRTH			PROGRAM	CLAIM DATE TYPE	AMOUNT
		First Name	M.I.	Last Name	Mo.	Day	Yr.			

APPENDIX R

SAMPLE BOARD POLICY

SUGGESTED BOARD POLICY

FOR

VOCATIONAL PREPARATION FOR HANDICAPPED AND DISADVANTAGED

A MODEL FOR RURAL IOWA

Vocational Preparation for Handicapped and Disadvantaged is a vocational preparatory program for handicapped and disadvantaged secondary students. The program will provide them with an opportunity to receive vocational preparatory training and, at the same time, earn the credit required for graduation.

This program is an individualized program which is designed to meet the vocational needs of each student enrolled.

The individual vocational training program will be outlined at a staffing conference.

The student, parent and school personnel will develop the individualized program that will be implemented by the work experience instructor or the vocational instructor. The program will be delineated by the student's individual education program (IEP) for the handicapped and the individual program (IP) for the disadvantaged. Weekly student activities will be specified in writing (activity sheets), and will be used to document the meeting of criteria for granting specific hours of high school credit to participating students. It is the student's responsibility to get to the training site, as this is his/her classroom of learning. The WEI/CVP will work with the school and other community agencies to help the student obtain needed transportation.

A student may enroll in vocational preparation for an entire year, or for a semester. The flexibility of vocational preparation compliments the local school schedules, and allows the students to still enroll in the regular classes/resource room/learning center/extra curricular activities of their local school.

Tutors may assist students, as specified by the weekly activity sheets.

Credit is awarded based upon the student's IEP/IP. One hundred fifty (150) clock hours of training at site can be equated to the granting of two credits.

Student absentees will be recorded and reported to the local school. Local school policies regarding absenteeism become the policy of Vocational Preparation for that local school.

At the training site, the student is under the supervision of the community site person and/or tutor. The WEI/CVP will help to monitor the learning process, and be the liaison person with the local school and the community personnel.